

Institutional Program Review Report

2016-2017



San Bernardino Valley College
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San Bernardino, CA 92410

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San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

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Institutional Program Review Report 2016-2017

Introduction:

The Program Review process has been in existence at San Bernardino Valley College (SBVC) since 1992. Program Review is a college-wide, collaborative effort to rigorously evaluate each program so that resources can be allocated where growth and need are indicated and reallocated where there is no longer a clear programmatic need for fiscal support. The resulting document is used for short- and long-range planning and is advisory to the President, the Budget Committee, College Council, and the Academic Senate.

The process incorporates major institutional plans and priorities into program evaluation. In 2016-2017, programs were evaluated based on the strategic initiatives of (1) Access (2) Student Success (3) Institutional Effectiveness (4) Planning (5) Technology, Campus Climate, and Partnerships.

Committee Charge:

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program Review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Committee Membership:

Membership is comprised of at least three Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least three classified staff members as appointed by Classified Senate/CSEA, and one student.

Process:

SBVC's Program Review process includes:

- an annual campus-wide needs assessment each fall
- an in-depth efficacy review of each program on a four-year cycle. All programs are required to update their Educational Master Plan (EMP) narrative each fall, based on annual data and new or emerging goals.
- CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Needs Assessment—Fall 2016

Important Dates:	
August 19	Committee Meeting—Review and Update Needs Assessment Forms
September 2	Committee Meeting
September 16	Committee Meeting—Norming Session—Needs Assessment
October 1	EMP narratives due to Division Deans
October 7	Needs Assessment Workshop--9:30 to 11:00 a.m. (B-118)
October 15	EMP to Research Office and Program Review Chairs
October 21	Committee Meeting
November 4	Committee Meeting
October 28	Needs Assessment requests with Division/Area rankings due by NOON
November 18	Committee Meeting—Needs Assessment Rankings—Faculty and Equipment
December 2	Committee Meeting—Needs Assessment Rankings—Classified and Budget

The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for Needs Assessment requests:

1. A complete needs request includes (1) the specific form(s), (2) a current EMP with updated narrative, and (3) Division/Area rankings. One copy of the Division/Area rankings should be submitted by the Dean/Manager. Requests that do not include all three components are considered incomplete and will not be reviewed.
2. Needs requests are due to the Program Review Committee no later than **NOON on Friday, October 28**. E-mail your request to: pferri@sbccd.cc.ca.us You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or rhrdlicka@sbccd.cc.ca.us.
3. Late and/or incomplete requests will not be reviewed.

4. A recommendation of Continuation or Conditional on the most recent Efficacy Review, and a current EMP narrative is required in order to participate in the Needs Assessment process.
5. EMP narratives are due to the Division Deans by **October 1** for submission to the Research Office. Programs who do not submit updates by this deadline will not be eligible to participate in Needs Assessment this semester.
6. Complete one application for each request. For instance, if you are requesting two admission clerks, fill out two applications. For budget augmentation requests, do not request a lump sum that encompasses vastly different areas of need; complete separate applications here as well. Facilities requests are the exception; there can be up to three facilities requests per application. Complete separate requests for equipment; however, multiple items can be submitted as one request if it is required that the equipment is packaged together. Finally, an interdivisional application should be submitted, along with the needs assessment applications, for projects that cross divisions and are NOT ranked within specific divisions—for example, the Distance Education Coordinator, Supplemental Instruction Across the Disciplines, facilities requests for classrooms to be used by multiple departments across divisions.
7. Completed applications must be no longer than two pages, (single-spacing is fine) with 12 pt. Times New Roman font, and 1” margins. If you wish to include charts, tables, or bulleted lists, then these must be included within the margin and page limits. Convert your file to pdf before submitting to the committee, and be sure that your pdf version does not exceed 2 pages.
8. Applications that do not meet these requirements will not be reviewed.
9. The application should reference the department’s most recent Program Efficacy and current EMP. Requests must be supported by data. It is worth noting that stronger requests typically incorporate data into more than one response on the application. Requests for additional data must be made to the research office no later than **September 14**. If you have any research questions, contact Christie Gabriel at x. 8907.
10. Provide the page number(s) for Program Efficacy so that the committee can quickly locate more detailed information.
11. Contact Paula Ferri-Milligan (x. 8244, pferri@sbccd.cc.ca.us) or Kay Weiss (x. 8535, kweiss@valleycollege.edu) if you have any questions or would like to make an appointment for assistance with your EMP or needs requests. Your representatives to the Program Review Committee (or any committee member) can also assist you on an individual basis.

Technology requests were forwarded to the Technology Committee, and facilities requests were forwarded to the Facilities and Safety Committee for ranking. The Program Review Committee reviewed the remaining requests and ranked all documents, taking into consideration the divisional rankings.

An Interdivisional application was developed for this year’s needs assessment process in order to accommodate the collaborative efforts between programs/departments across the campus. For projects that cross divisions and are NOT ranked within specific divisions, a specific form was developed. Examples of these projects include the Distance Education Coordinator,

Supplemental Instruction Across the Disciplines, facilities requests for classrooms to be used by multiple departments across divisions.

Copies of the Needs Assessment forms submitted for the 2016-2017 academic year can be viewed on the SBVC Program Review Committee webpage. Following are the needs results ranked by the Program Review Committee. Before the end of the fall 2016 semester, the priority lists were presented first to the Academic Senate and then distributed campus-wide.

BUDGET

	DEPARTMENT/AREA	BUDGET	AMOUNT
1	Student Success Center	Tutors	\$ 882,585
2	SI Across the Disciplines	Tutors	155,520
3	Biology	Increase Supply Budget	18,000
4	Aeronautics	Update Manuals and Misc. Needs (Hourly—Update Curriculum)	8,000
5	Chemistry	Increase Supply Budget	15,000
6	Music	Accompanist	20,000*
7	English (Writing Center)	Backfill for Reassigned Time—Writing Center Lead Instructor	8,000
8	Outreach	Augmentation	200,000
9	SI Across the Disciplines	Faculty Non-Teaching Rate (Mentors)	46,000
10	RTVF	Internship Program—Inland Empire Media Academy	16,000
11	Computer Information Tech.	IT Consultant	15,000*
12	Student Health Center	Counselor	130,000
13	English (Writing Center)	Increase Tutor Budget	12,000
14	SI Across the Disciplines	Backfill for Reassigned Time—Writing Center Lead Instructor	14,000
15	Student Success Center	Faculty Mentors	31,348
16	HVAC/R	Supplies	12,000
17	Theatre	Festival Participation	5,000
18	Psychology	Annual Student Conferences	6,000
19	Collision	Augmentation—Supplies	8,000
20	Culinary Arts	Augmentation—Den	10,000* or ongoing
21	Art	Establish Art Gallery Budget	1,000
22	Welding	Budget Augmentation—Consumable Supplies	10,000
23	Science Division	Maintenance Fees	10,000
24	Machinist Technology	Augmentation—Consumable Supplies	10,000
25	Culinary Arts	Baking (New Program)—Establish Food and Non-Instructional Supplies Budget	50,000
26	Culinary Arts	Baking (New Program)—Establish Small Wares (ROP) Budget	40,000*
27	Biology	Maintenance Fees	28,000
28	Nursing	Maintenance Fees	3,000
29	Geology/Oceanography	Augmentation—Field Trips	3,000
30	Inspection Technology	Augmentation—Materials	2,000*
31	Athletics	Augmentation (Fees, Transportation, Etc.)	150,000

32	Biology	Field Trips	2,200
33	Office of Student Life	Commencement	15,000
34	Geography	Augmentation—Field Trips	3,000
35	Psych Tech	Bus Rental for Annual Court Observations	1,400
36	DSPS	Image Now	308
37	Geography	Globes and Maps	4,500*
38	Office of Student Life	Budget	60,000
39	Library	Adjunct Hours	3,900
40	Geology/Oceanography	Supply Budget	1,000
41	Biology	Journal Subscriptions	1,900
42	Geography	Supplies	1,000
43	GIS	Marketing, Outreach, Workshop, Online Tutorial Development—Non-Instructional Hourly	7,200
44	GIS	Conference Attendance—Students	500
45	GIS	Supply Budget	2,000
46	GIS	Field Trip Augmentation	3,000
47	GIS	Tutor	4,000
48	Geography	Tutor	4,000
49	Geology/Oceanography	Tutor	4,000
50	Geography	Conference Attendance—Students	500
51	Geology/Oceanography	Conference Attendance—Students	500
52	Political Science/Economics	Model UN Annual Student Conferences	16,000

EQUIPMENT

	DEPARTMENT/AREA	EQUIPMENT	COST
1	Interdivisional	Wireless Communication System	\$36,863
2	Music	Instruments	44,029
3	Physics/Astronomy/Engineering	10 Oscilloscopes	11,000
4	Welding	Hydraulic Shear	24,000
5	Biology	Microscopes	290,000
6	Chemistry	8 Balances (3 Decimals)	8,000
7	Art	Pottery Wheels	43,606
8	Aeronautics	Aircraft Mock-Up Boards and Engines	72,000
9	Biology	Spirogram Machines	10,804
10	Nursing	Pyxis Medstation	20,000
11	Auto Mechanical	Torque Certification Kit	58,000
12	Art	Clay Mixer	7,661
13	Library	Seating	130,000
14	Electricity/Electronics	SCADA Training Systems	200,000
15	Geology/Oceanography	Heavy Duty Utility Cart	1,000
16	Biology	EKG Machine	10,000
17	Culinary Arts	Food Truck	100,000
18	Theatre	Band Saw	750
19	Chemistry	Organic Autopipets	10,000
20	Biology	Minus 80 Freezer	11,000
21	Library	Study Carrels	7,000
22	Music	Clavinova Pianos	10,000
23	Electricity/Electronics	Add. Supplemental Test Equipment (Communicators), PLC Mod.	60,000

24	Biology	Mini Refrigerator	600
25	Machinist Technology	Conventional Lathe	24,000
26	Biology	Microscope Slides	6,000
27	Biology	Real Time PCR	38,000
28	HVAC/R	Air Conditioning Forced-Air Heating Trainer	32,000
29	Culinary Arts	POS System for the Catering Truck	5,000
30	Geography/Geology	Raised Relief Globe	4,500
31	Automotive	Resistant Welder	14,000
32	Theatre	Outdoor Message Center	785
33	Theatre	Drill Press	237
34	Culinary Arts	POS System for the Den Facility	3,000
35	Diesel	Cummins CNG Low NOX Engine	75,500
36	Automotive	Ease Diagnostic Scan Tool Software Equipment	14,800
37	Culinary Arts	Rotation Oven	33,000
38	Development & Comm. Relations	Four-Person Cart	10,800
39	Automotive	Hybrid Vehicle—Toyota Prius	22,000
40	Culinary Arts	Dough Sheeter	25,000
41	Culinary Arts	Small Wares (Rialto ROP)	40,000
42	Culinary Arts	Re-Equip Kitchen in North Hall	25,000
43	Auto Mechanical	Tire Mount and Balance Machine	22,000
44	Collision	Frame Rack Awning	16,500
45	Auto Mechanical	Powertrain Modules	60,000
46	Collision	Container Relocation and Upgrade	2,600
47	Automotive	Scan Tools and Diagnostic Equipment	14,000
48	Auto Mechanical	Meter Certification Kit	8,000
49	Automotive	Hybrid Vehicle—Mini-Cooper	26,000
50	Automotive	Hybrid Vehicle—Nissan Leaf	21,000

FACULTY & CLASSIFIED

FACULTY		CLASSIFIED	
1	Culinary Arts	1	Research Analyst
2	Child Development (1)	2	Custodian (1)
3	Welding	3	Nursing Simulator Tech Support Special.
4	Psychology (1)	4	Professional Expert/Grant Writer
5	Art	5	SI Coordinator--Student Success Center
6	Mathematics	6	Planetarium Specialist (Replacement)
7	Student Health Center Counselor	7	Arts & Humanities--Sec II
8	English (1)	8	Custodian (2)
9	DSPS Counselor	9	Applied Tech--Secretary II
10	Culinary Arts - Baking	10	Art-Increase Lab Tech from 55% to 100 %
11	Biology	11	CTE Coordinator
12	Pharmacy Technology	12	Campus Tech Services--Secretary II
13	Physics	13	Tech. Generalist for Evenings--Biology (Replacement)
14	Human Services	14	Applied Tech-- Tool Room Specialist
15	Communication Studies	15	Human Services--PT Professional Expert--Training Specialist/CTE

16	History	16	Music—PT Staff Accompanist
17	Librarian	17	Campus Tech Serv.--Tech Supp. Special.
18	Foods and Nutrition	18	English-PT Clerical Support-- Writing Center
19	Chemistry	19	Welding Lab Assistant
20	English (2)	20	RTVF--Media Specialist
21	Child Development (2)	21	Child Develop--PT Professional Expert Training Specialist CTE
22	ASL	22	Electricity/Electronics--Lab Assistant
23	Psychology (2)	23	Custodian (3)
24	Human Services (2)	24	Culinary Arts--Convert Professional Expert to Classified
25	Psychology (3)	25	Admissions and Records Technician
26	Athletics (Instruct/Head Baseball Coach)	26	Geo/Geog/Ocean—Lab Tech (Half-Time)
		27	Auto Tech Lab Assistant
		28	Physics--Lab Tech--Half to Full-Time
		29	Chemistry-- Lab Tech—Half-time
		30	Auto Collision--Lab Assistant (2)
		31	Baking--Lab Assistant
		32	Auto Tech--Lab Assistant (2)
		33	Office of Student Life--Coordinator
		34	Auto Tech Lab Assistant (3)
		35	Library Media Clerk/Tech
		36	Custodian (4)
		37	Auto Collision--Lab Assistant (2)
		38	Diesel Lab Assistant
		39	Athletics—Full-Time Trainer
		40	Student Success Coordinator--First-Year Experience
		41	Custodian (5)
		42	Grounds
		43	Guardian Scholars
		44	Director of Grant Development & Management

College Council then voted to fund many of the requests, based on recommendations of the Budget Committee.

Efficacy—Spring 2017:

Important Dates	
January 20	Committee Meeting—Review & Update Efficacy Forms
February 17	Committee Meeting--Efficacy Workshop--9:30 to 11:00 a.m. (B-118)
March 3	Committee Meeting--Efficacy Workshop--9:30 to 11:00 a.m. (B-118)
March 10	Committee Meeting
March 21	Programs Submit Efficacy Reports to Committee Co-Chairs by NOON
April 7	Meeting (review Accounting to English/ESL)
April 21	Meeting (review Human Services to Tumaini)
April 26-27	Committee reviews CTE two-year reports and team reports
April 28	Meeting (review CTE two-year reports)
May 12	Meeting—Sub-committee will review process and forms for 2017-18

Method: Phase I--Research and Reporting

Full Efficacy Reviews: The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for **full efficacy reports**:

Purpose of Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your Program Efficacy document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (**February 17 and March 3**). Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Kay Weiss at kweiss@valleycollege.edu) by **NOON on Tuesday, March 21, 2017**.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. Below are additional links to data that may assist you in completing your document:

SBVC Strategic Initiatives: <https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

CTE Two-Year Mini Reviews: The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for **CTE Two-Year Mini Reviews:**

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, two years following the most recent efficacy report).

This review is not designed to be comprehensive, but rather, it is expected to be a two-year **update** since the last full efficacy report. Specifically, this update should address the following seven program components:

1. Purpose
2. Demand
3. Quality
4. External Issues
5. Cost
6. Two-Year Plan
7. Deficiencies

Draft forms should be written early so that your review team can work with you at the small-group workshops (February 17 and March 3).

Instructions:

For each of the seven sections:

- Mark the checkbox that best identifies where the program stands.
- Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.
- Scan the documents—with signatures.
- Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Kay Weiss at kweiss@valleycollege.edu) by **NOON on Tuesday, March 21, 2017**.

The purpose of this report is a mid-term update in order to comply with Title 5; therefore, the length should be ***no more than five pages***. The boxes for each section are expandable; take the space needed

for each section. Keep in mind that this report is an **update** of the previous two years rather than a comprehensive analysis.

Phase II: Analysis, Interpretation, Ratings, and Recommendations

The co-chairs assigned each member of the Program Review Committee to a three-person team in order to review full and mini reports. Members were not assigned to their own divisions. Each team worked together to provide ratings and narrative comments on each of the areas, both the full and the mini reports, and submitted a team report to the full Program Review Committee for input. The narratives and the “meets” and “does not meet” ratings closely referenced the rubrics.

In addition to a “meets” or “does not meet” rating in each category, the team provided an overall rating for the program using the following definitions. Note: Definitions were revised by the 2010-2011 Program Review Committee with subsequent changes identified in red below).

Committee Recommendations	Consequences	Next Report
Probation: Program submitted a document that did not withstand the minimum rigor of self-study required for accreditation scrutiny, or for programs that require the attention of appropriate Vice President to meet the needs of the institution.	Programs will be required to submit a Remediation Report. The Committee will evaluate the Remediation Report to determine if the program can participate in the next Needs Assessment cycle.	Full report in next Efficacy cycle. Once off probation, full efficacy report in three <u>four</u> years.
Probation: No Documents Submitted	Programs will be required to submit a Show Cause Report explaining why Program Efficacy was not completed. The Committee will evaluate the Show Cause Report to determine if the program can participate in the next Needs Assessment cycle. Programs on probation for two consecutive years are at risk for Program Discontinuance.	Full report in next Efficacy cycle. Once off probation, full efficacy report in three <u>four</u> years.
Conditional: Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the document’s evidence of critical self-study in most areas. Information in one or two areas is insufficient an/or significantly out-of-date and program is given a year to address them.	Program which does not satisfy deficiencies with one year or does not submit the update will be placed on Probation.	Update report in one year. Next Efficacy in three <u>four</u> years.
Continuation: Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the	None.	Next Efficacy in three <u>four</u> years.

document's evidence of critical self-study.		
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Review teams presented their oral and written responses to the full Program Review Committee. The full committee made recommendations, reached consensus, and voted on the overall rating. Team leaders made any necessary changes to the team report based on the committee's recommendations and resubmitted the revised report to the committee co-chairs for inclusion in this document.

Phase III: Distribution

Before the end of the spring 2017 semester the Efficacy Team Reports were distributed first to the individual departments/programs. The Efficacy results were then presented to the Academic Senate and then campus-wide through this report.

Efficacy Rotations

As the college continues to grow, the efficacy rotation document continues to be revised to reflect the needs of the campus. The following chart was revised on 5/12/16 to accommodate those needs.

Program Review
4-Year Program Efficacy Rotation
 (Revised: 5/12/16)

2016 – 2017	2017 – 2018	2018-2019	2019-2020
SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020
Accounting	Academic Advancement	Administration of Justice	Aeronautics
Automotive Mechanical	Admission/Records	Architecture	Athletics
Biology	Cal Works	Art	Campus Technology Services
Bookstore	Campus Business Office/ Mailroom/Switchboard	Automotive Collision	Chemistry
Computer Information Technology	Child Development Center	Business Administration	Counseling
Corrections	Criminal Justice/Police/Sheriff	Child Development/Education	Culinary Arts
Custodial	EOPS/Care	Communication Studies (Speech)	Dance
Economics	First Year Experience	Computer Science	Development and Community Relations
Electricity/Electronics	Food Services	Diesel	DSPS
English/ESL	Machine Trades	Geography/GIS	Financial Aid
Human Services	Maintenance/Grounds	Grants Development & Management*	Foods and Nutrition
Inspection Technology	Outreach	Math	Geology/Oceanography/Env. Sci.
Library Technology Program	Professional Development*	Pharmacy Technology	History

Psych Tech	Research & Planning	Physical Education/Health	Library & Library Computer Lab
Psychology	Student Health Services	Refrigeration	Marketing/PR*
Puente	Student Life	Anthropology	Matriculation
Real Estate	Student Success Center/Tutoring	Sociology	Modern Languages
RTVF		Transfer Center	Music
STAR	CTE 2-yr Review	Veterans	Nursing
Tumaini	Aeronautics	Welding	Philosophy/Religious Studies
	Culinary Arts	CTE 2-yr Review	Physics/Astronomy/Observatory
CTE 2-yr Review	Nursing	Accounting	Political Science
Administration of Justice	Water Supply Technology	Automotive Mechanical	Reading
Architecture		Computer Information Technology	Theatre Arts
Automotive Collision		Corrections	Water Supply Technology
Business Administration		Electricity/Electronics	
Child Development/ Education		Human Services	CTE 2-yr Review
Computer Science		Inspection Technology	Machine Trades
Diesel		Library Technology Program	
Geography/GIS		Psych Tech	
Graphic Design		Real Estate	
Pharmacy Technician		RTVF	
Refrigeration			
Welding			

Efficacy 2017 Results

Nineteen full and twelve mini reviews were scheduled in spring 2017. The programs that were reviewed and their ratings are listed below.

The subcommittee reports and the full efficacy documents that were submitted by the departments are included and the page number where they can be found in this report is referenced.

Full Reviews:

Department	Rating
Accounting	Conditional
Automotive Technology	Continuation
Biology	Continuation
Bookstore	Due to the outsourcing of the Bookstore, the Committee will evaluate this area one year after the outsourcing begins.
Computer Information Technology	Continuation
Corrections	Continuation

Custodial	Continuation
Economics	Continuation
Electricity/Electronics	Continuation
English/ESL	Continuation
Human Services	Continuation
Inspection Technology	Conditional
Library Technical Program	Continuation
Psychiatric Technology	Continuation
Psychology	Continuation
Puente	Conditional
Real Estate	Conditional
RTVF	Continuation
STAR	Conditional
Tumaini	Conditional

CTE Two-Year Mini Reviews:

Department	Rating
Administration of Justice	Continuation
Architecture	Conditional
Automotive Collision	Continuation
Business Administration	Probation
Child Development/Education	Continuation
Computer Science	Conditional
Geography/GIS	Continuation
Graphic Design	Continuation
Diesel	Continuation
Pharmacy Technology	Conditional
Refrigeration	Continuation
Welding	Continuation

**Conditional & Probationary Reports
Spring 2016**

During the spring 2016 Efficacy phase, ten programs received a rating of either conditional or probation. The Program Review Committee required those programs to resubmit a revised report in October 2016, addressing areas where they received a “does not meet.” The committee provided feedback via email to those programs in order to assist in those revisions. For Program Review Committee discussion and voting on these departments/programs, see the October 21, 2016 and November 4, 2016 meeting minutes that can be found on the SBVC Program Review webpage. Following are the programs, their initial ratings, and their revised ratings where applicable:

Department	Spring 2016 Rating	Fall 2016 Rating
Aeronautics	Conditional	Continuation
Culinary Arts	Conditional	Continuation

Financial Aid	Conditional	Probation (Program requested that it be re-evaluated in fall 2017 due to current lack of Financial Aid Director— Committee approved request.)
Food & Nutrition	Probation	Continuation
Library & Library Computer Lab	Conditional	Continuation
Marketing/PR	Probation	Probation (no report submitted)
Matriculation	Conditional	Continuation
Music	Conditional	Continuation
Nursing	Conditional	Continuation
Physics/Astronomy/ Observatory	Conditional	Continuation
Water Supply Technology	Probation	Continuation

Moving Forward

As the campus changes, Program Review continues to review its purpose and refine its focus based on the campus needs and climate. This year’s Program Review Committee has identified the following considerations as it moves into the 2017-2018 cycle:

The Academic Senate voted to align SLO/PLO/SAO reporting processes with Program Efficacy in order to eliminate duplication of reporting. Currently, departments have to report on their SLO/PLO/SAO progress, assessments, and findings on a three-year cycle. Beginning in fall 2017, this cycle will align with the four-year Program Review cycle, and departments will submit evidence to the Program Review Committee, via the Efficacy process, that each course and program has completed a summary evaluation at least once during the four-year review cycle.

A Program Review Sub-Committee has been formed which will:

- Revise the existing forms in order to align them with revised Strategic Initiatives developed for the 2014-2019 Strategic Plan.
- Revise the existing forms in order to accommodate new types of requests, i.e. manager request form, etc.
- Explore strategies to review needs requests associated with grant applications that do not fit existing timelines.
- Explore expanding overall efficacy ratings back to previous designations: expansion, continuation, conditional, contraction, caution, probation.

Four-Year Efficacy Reviews

**Program Efficacy Team Report
Spring 2017**

Name of Department: **ACCOUNTING**

Efficacy Team: N. Sogomonian, K. Melancon, T. Hosford

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: While the increase in student success and retention are notable and indicate the program is meeting its goals, the committee would like to see more detailed analysis and updated information in the following areas: Student Learning Outcomes (SLOs), Productivity and Curriculum currency. It is not clear whether established Student Learning Outcomes were reviewed, assessed and analyzed. The discussion provided on SLOs addresses a list of standardized course objectives rather than course outcomes. A SLO 3-year report and a SLO course map would have been beneficial as evidence of SLO assessment. Under Institutional Effectiveness, student success and retention are notably highlighted, however, productivity data are not addressed. Also, out-of-date course outlines need to be addressed. Last, the committee recommends indicating plans or strategies to address low enrollment of underrepresented populations (male, disability and Hispanic).

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> regarding identified differences in the program’s population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

It is noted that there are more females in the field. There is no mention or concern for increasing the number of males enrolled. The committee would like to see some strategies in the department planning to address ways of improving enrollment of male students. Furthermore, a concern was expressed about the low representation in the Disability category. While differences were noted, no plans were offered to address outreach to underrepresented populations (Hispanic, disability, male). Steps to address the issue were not indicated.

Course scheduling is varied and attempts are made to improve times to meet student needs. Discussion of monitoring the trend was made, but no plans to address the discrepancy were offered.

Pattern of Service needs are met.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

An analysis of the data is provided and focuses on Student Success and Retention, both of which have experienced an increase (3% and 2% respectively). Data reflect department goals. Mention was made of an increase by 30% of awards and 53% of certificates, however the explanation of the increase was lacking. The increase was attributed to changes made in the education requirements for the profession which includes additional units. However, the question remains how would an increase in units increase the number of certificates awarded? More analysis would be helpful for better understanding of the phenomenon.

It is stated that Course Level SLO's are assessed annually and then there is a long discussion throughout the analysis of Standardized Student Learning Objectives which for one reader caused some confusion since the two (Outcomes and Objectives) are not the same. It appears a textbook Index was provided outlining the contents of chapters 1- 21. Description of on-line and hybrid courses is provided; however, it is left for the reader to infer whether SLOs are continually assessed and whether data collection,

reflection/feedback and connection to area services is complete. Author describes under “miscellaneous” what is included in a course syllabus and again mention is made to student learning objectives, but not to outcomes. Mention is made of SLO and PLO revisions but no examples are provided. Examples could clear up any misunderstanding between Student Learning Outcomes and course objectives. The committee recommends inclusion of a SLO 3-year report and SLO mapping for clarity.

Last, committee requests more analysis and detail in the area of Program Level Outcomes noting the report lacks mapping of and evidence that (PLOs) have been assessed.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
Mission/Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The initial discussion of the Accounting Mission Statement a description rather than a mission. Nonetheless, there is direct link to the Mission of the college: to serve a diverse community of learners and to prepare them to transfer to universities and provide students with skills and knowledge to succeed in the accounting. An SBVC (specific) Accounting Mission Statement would enhance the linkage.

Productivity analysis is lacking and in one instance misinterpreted: success rates had a 3% increase rather than a 5% increase per the data chart provided. The committee would like to see discussion as to what is the 3% decrease attributed. It would also be helpful to provide a discussion regarding how the changes in education requirements (increased units) explain an increase in degrees and certificates. A slight drop in enrollment is mentioned but the productivity data per the EMP show a larger drop which is not addressed in the report. The committee questioned what may have caused the drop and would like further explanation.

The information provided on Relevance, Currency, Articulation is misleading. It is stated the department was not aware of any courses due for content review yet they will work on the review for the out of date courses. Of seven courses, 5 are out of date and in need of content review. The committee strongly urges the department to address the out-of-date courses and to provide plans for any necessary updates and revisions to ensure we are in compliance with our courses.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning.</u> Provide data or research from the field for support.
Accomplishments	The program <u>does not incorporate</u> accomplishments and strengths into planning.	The program <u>incorporates</u> substantial accomplishments and strengths into planning.
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Requirements for CPA Licensure are addressed and the department intends to adjust scheduling as needed to meet student course demands.

Accomplishments in success and retention are provided however the success increase is a 3% rather than a 5% increase per the EMP data. It is indicated curriculum has been reviewed and updated on an annual basis while the Curricunet attachment shows some courses need updating.

Limited discussion of how the program incorporates weaknesses and challenges into planning is provided. Reference is made to the improved economy making it difficult to attract qualified adjunct instructors while in the EMP reference is made to the budget crisis in California which creates a disconnect in interpretation.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

All courses incorporate a technology component. Strong partnerships exist with CSUSB and UCR as well as California Society of CPA's (Cal CPAs). Efforts are made to be an inclusive, caring program.

Part VI: Previous Does Not Meets Categories
Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The report indicates all categories were rated "meets" in the 2012-2013 efficacy review.

Program Efficacy--ACCOUNTING 2016 – 2017

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Accounting

Name of Division

Mathematics, Business & Computer Technology

Name of Person Preparing this Report

Extension

Janet Courts x8905

Names of Department Members Consulted

Steven Lee

Names of Reviewers

N. Sogomonian, K. Melancon, T. Hosford
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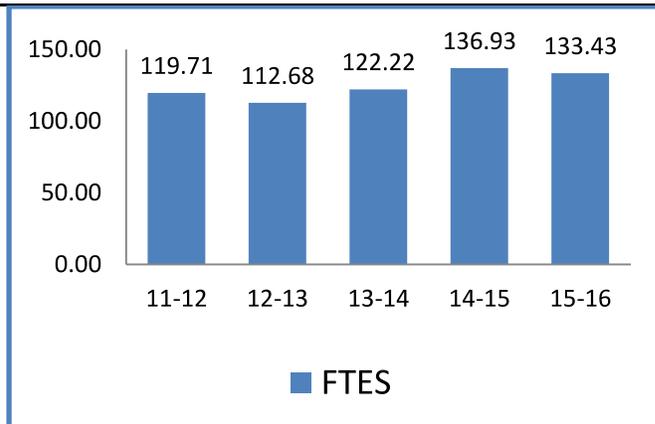
Work Flow	Date Submitted
Initial meeting with department	03/2017
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 21

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	0		0
Faculty	2		5
Classified Staff	0		0
Total	2		5

ACCOUNTING — 2015-2016



Description: We offer high quality accounting programs which will prepare our students for successful careers in business and government. We provide students with a broad based understanding of the concepts of the Accounting field. The courses offered satisfy transfer requirements and/or offer the specialized training required by the industry for successful employment.

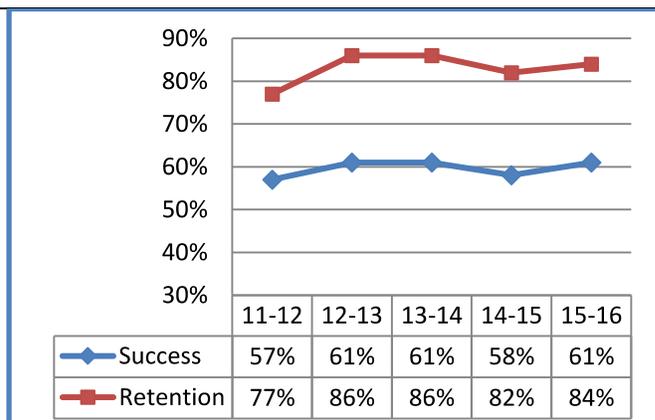
Assessment: Assessment: We experienced a slight (3%) decrease in FTES. We were able to add 5 additional courses this year (total 39 sections). Our online enrollment increased by 16%. Our success and retention rates remain strong at 61% (5% increase) and 84% (2% increase) respectively. In addition we awarded 30% more degrees Certificates awarded increased by 53% most likely due to the changes in education requirements for the profession, which include required additional units to become a licensed CPA.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated enrollment	1,166	1,008	935	1,025	1,142	1115
FTEF	7.52	6.45	6.52	7.14	8.01	9.21
WSCH per FTEF	548	557	519	514	513	435

Department Goals:

- Increase the Accounting offerings to meet community needs.
- Continue to evaluate the Accounting programs for possible re-configuration to meet the needs of students
- Continue to increase the use of technology to improve learning skills.
- Continue to standardize the online content of all courses.

Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local communities



- **Challenges & Opportunities:** The budget crisis here in California has caused the District to be more frugal with funds. We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses.

Our biggest challenge is staffing classes. We have one full-time tenured faculty member nearing retirement, and a new full time faculty, both are CPA's. We have continued to search for qualified adjunct instructors who can teach during the day and evening. All faculty are teaching at close to maximum load in order to staff the classes. We hope to find additional qualified adjunct faculty to lighten the load on the full time faculty.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	32	28	28	30	34	39
% of online enrollment	31%	43%	38%	50%	62%	72%
Degrees awarded*	6	12	23	29	30	39
Certificates awarded*	7	8	11	28	15	23

TOP Code: 050200
Award Source:
https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en_US&emb08a-a99a-4da2-8c50-3dcb64fbf48e

- **Action Plan:**
- Continue to develop new course/program offerings or improve existing courses as recommended by the community advisory board.
 - Continue to increase the course offerings
 - Continue to assess the accounting SLO's at both the program and course level.
 - Continue to develop a plan to communicate current information about careers in accounting to students.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students .	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2014-15 to 2015-16		
Demographic Measure	Program: Accounting	Campus- wide
Asian	4.8%	4.8%
African-American	15.7%	12.8%
Hispanic	59.7%	64.2%
Native American	0.5%	0.2%
Pacific Islander	0.7%	0.3%
White	17.4%	14.0%
Unknown	1.3%	0.4%
Female	63.9%	56.9%
Male	34.8%	42.9%
Disability	0.2%	6.3%
Age Min:	14	14
Age Max:	68	78
Age Mean:	27	24

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The Accounting Program basically reflects the College's student population in the area of ethnicity. The data is very comparable with the biggest difference being 4.5 percent (Hispanic, White) and the smallest at .03 percent (Native American). In the area of gender between the Program and the College, the difference is larger, 7 percent more females and 8 percent less males in the accounting program when compared to the campus population. This difference is expected, Females make up 63.9 percent of the enrollment in the accounting program which is slightly more than the 61.3 % of accountants nationwide. (<http://www.bls.gov/cps/cpsaat11.pdf>)

While the Program's and the College's gender demographics are close, a difference of no more than 8 percent, there is a significance difference between males and females in the program. There are only 34.8% males compared to 63.9% females. The question is why? We do know that the number of women attending college is higher than men; and that even though the number of women entering the accounting field has been high, the number continues to increase. Discussions with colleagues from other area schools indicate that this is a common trend. Women outnumber men in the accounting major 54.5/45.5 percent. <https://datausa.io/profile/cip/520301/>. Discussions with colleagues will continue to monitor this trend and address material changes should they arise.

Pattern of Service

Describe how the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Classes are offered on campus in the morning and the evenings, Monday thru Thursday, and online. The Department has scheduled afternoon classes beginning at 12 noon or 1 p.m., but were cancelled due to low enrollment. Friday only sections have been offered but suffer from low enrollment also.

The Department schedules classes to meet the needs of our day students and working adults. Short-term classes have proved to be popular; therefore, the Department is offering eleven short term accounting classes, Bookkeeping, Payroll Accounting, Computerized Accounting, Financial Accounting, and Managerial Accounting in both online and hybrid versions. We are currently offering 'stacked' classes every semester. Hybrid versions of Financial and Managerial accounting (transfer classes) are offered first eight weeks, then last eight weeks in the same time slot and classroom. This combination allows students to complete both transfer classes in one semester. The Department offers all courses in both on campus and online formats. We will continue to evaluate the needs of the community and adjust our course offerings accordingly.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Our retention (~84%) is up 2% and success rates (~ 61%) are up 3 % over 2014-2015. We are very pleased, both retention and success are continuing at the high levels. In line with our 2012 program goals we have increased the course offerings in Computerized, Financial, and Managerial accounting courses and offering 2-3 additional sections a semester, expanded the use of technology, all courses have a strong online component offering additional interactive study materials. In addition, ethics and forensic discussions have been integrated into most courses. International Accounting Standards are introduced in the 200 level courses. Since we have an open-door policy, many students experiencing accounting are academically under equipped to properly succeed with the program. Therefore, we have been encouraging students to first enroll in Accounting 010 (Bookkeeping) before attempting the transfer level accounting courses. Students are informally surveyed in class to determine what they 'like' and don't like about accounting classes. The 'likes', interactive online resources, analytical problem solving as part of group in the classroom or online in a discussion forum, interactive lectures, are expanded, the 'don't likes', boring lectures, excessively repetitive problem solving, very long exams, are reworked to become 'likes'. Lectures are reworked to include activities, new problems are developed, exams are more frequent but shorter. We hope to continue this trend.

In addition to increasing the sections offered, we are proud to note that the number of accounting degrees awarded have increased by 30% over 2014/15. Certificates have increased by an impressive 53%. We will continue to listen to students and professionals in order to make the program better and continue to increase student success and retention.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The terminal certification for accounting students is the CPA designation which currently requires 150 semester units including a 4-year degree. We prepare our students for transfer to a university or work with them as they develop the skills needed to pursue careers in bookkeeping, data entry, payroll specialists, jobs that do not require a university education. Computerized Accounting, Bookkeeping, and Payroll courses help students develop the skills to gain employment without a degree.

During the year, full time faculty and students attend the California Society of CPAs, Inland Empire Chapter Young and Emerging Professionals events. Accounting students and faculty were recognized at the California Society of CPAs annual Student/Faculty Reception. The Society presented scholarships to students from each of the area schools. Faculty members accepted invitations to join and continue to serve on the: CSUSB Community College Advisory Board, CSUSB Accounting Advisory Board, CSUSB Accounting Association Advisory Board, Beta Alpha PSI, a National Accounting Honor Society, CalCPA board of directors, and IRS Volunteer Income Tax Assistance Coalition board. In addition, faculty are members of CalCPA, American Institute of Public Accountants, and the Institute of Management Accountants.

The job outlook for Accounting majors is positive with 11% growth expected through 2024. <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

Course level SLO's are reassessed annually to identify needed changes to reflect the current trends in the profession.

The assessment tool for each course is a quiz/midterm that tests the skills addressed in the course Student Learning Objectives. The department is using the results to increase the efficiency of the courses and the assessment process. Areas of strength and weakness are identified and appropriate action taken. Instructors are provided with the results and activities are developed addressing the weak areas. Instructors of each course work together to develop the activities. Courses will be assessed on an annual basis. Prior to Fall semester, the senior full time faculty member updates and distributes teaching guidelines for the transfer courses (ACCT 200 and 201). Feedback is requested from all accounting instructors. This document is updated to reflect changes resulting from the SLO analysis and feedback. The latest version:

ACCT 200 & 201 Standardized Course Coverage and Assessment Guidelines:

With the purpose of better quality control and to facilitate the assessment reporting process, we will incorporate the following into our courses.

1. Standardized course coverage. A common set of learning objectives for each chapter of the course has been identified. All the section instructors are required to cover these learning objectives. Additional learning objectives can be delivered at the discretion of the instructor. Appendix 1 & 2 shows detailed learning objectives by chapter. The level of requirement varies as to know, identify, describe, calculate, and work etc. The learning objectives designated with a \$\$ sign require the application of quantitative calculation by students.

2. Guided and monitored tests. In alignment with the standard learning objectives covered, instructors are required to assess students' learning of these objectives in exams. In each test, test questions should be designed to cover and assess most of these learning objectives (>80%). Each instructor makes their individual tests according to the standardized learning objectives. Instructors are also required to send the tests to course coordinator for review upon request. The course coordinator will then give feedback on if the coverage of the test is appropriate and if any changes are deemed necessary. Learning objectives marked with \$\$ involve assessment requiring numeric calculation.

3. Instructors should not give more than 3 whole-class exams per quarter. Exams should be completed by individual students not groups. Appropriate preventative measures should be implemented to discourage cheating. Examples: in class exams, multiple versions, password or log in required for online exams, required calculations to be shown, etc

4. Examples of required textbook exercises and problems. These problems are relevant to the standardized learning objectives to be covered. There are many other questions in textbook also aiming at a particular learning objective. Instructors are recommended to use

these questions in class discussion or as practice assignments. However they need to use different or modified questions for in-class discussion and homework to reinforce student learning. In other words, the homework should not be a time for students to copy their class notes. Moreover, the department recommends instructors to set up multiple questions for each learning objective on Wileyplus to provide students with ample practice opportunity.

Appendix 1. ACCT 200 Learning Objectives

Chapter 1. Introduction to Financial Statements

1. Identify different forms of business organization and describe the major difference among them
2. Identify different users of financial information and how they can use the information
3. Describe three types of business activities and some account names associated with each type of activity
4. Know the components of an annual report

Chapter 2. A Further Look at Financial Statement

1. Explain different parts of the classified balance sheet. Know the account names and classification time threshold
2. Explain the three types of performance measures- profitability, liquidity and solvency. Identify some sample measures and how to compute them \$\$
3. Explain the principals, assumptions and constraints; Characteristics of quality accounting information

Chapter 3. The accounting information system

1. Make transaction analysis
2. Explain the T account, the effect of debit and credit to each account, and double entry accounting rules; Know the normal balance of different accounts
3. Explain the accounting equation and provide students with a chart of accounts
4. Go through the steps in recording process that involve all recording process: journal entry, ledger and trial balance, using examples \$\$
5. Classify cash activities as operating, investing or financing

Chapter 4. Accrual accounting concepts

1. Apply the Revenue recognition principle and the expense recognition principle to specific examples and determine the period in which revenue and expense should be recognized.
2. Differentiate between cash basis and accrual basis of accounting
3. Explain why adjusting entries are needed (the effect of not taking adjusting entry)
4. Prepare adjusting entries for prepaid expenses, unearned revenues, deferred revenues and deferred expenses. \$\$
5. Explain the closing steps
6. Distinguish the causes of differences between net income and cash provided by operating activities.

Chapter 5. Merchandising operation and the multiple-step income statement

1. Difference between merchandising company and other companies
2. Make journal entries of purchases under perpetual inventory system
3. Make journal entries of sales revenue under perpetual inventory system
4. Work examples of multiple-step income statement \$\$
5. Compute cost of goods sold under periodic system \$\$

Chapter 6. Reporting and analyzing inventory

1. Determine physical inventory quantities: goods in transit and consigned goods
2. Compute inventory value using specific identification, LIFO, FIFO and average cost methods \$\$
3. Explain the impact of each method on income statement, balance sheet and taxes
4. Compute the lower of cost or market inventory value \$\$
5. Explain LIFO reserve

Chapter 7. Fraud, internal control and cash

1. Define fraud and internal control
2. Explain the principles of control activities and apply the principles to business examples and diagnose internal control deficiencies
3. Apply the internal control procedures to cash
4. Prepare a bank reconciliation using examples \$\$
5. Introduce basic principles of cash management

Chapter 8. Reporting and analyzing receivables

1. Identify different types of receivables
2. Journal entries on recording accounts receivables, valuing accounts receivable using the allowance method and write off of accounts receivables \$\$
3. Compute interest on a note \$\$
4. Journal entries recording notes receivables and disposition of notes receivables
5. Introduce principles of sound accounts receivable management
6. Introduce methods to accelerate cash collections
7. Know balance sheet presentation of receivables \$\$

Chapter 9. Reporting and analyzing long-lived assets

1. Determine what costs should be capitalized to plant assets accounts \$\$
2. Explain the concept of depreciation
3. Compute periodic depreciation using 3 methods: straight-line, double declining balance and units of activity, and contrast the expense patterns \$\$
4. Journal entries for disposing plant assets and compute gain/loss on disposal \$\$
5. Know the balance sheet presentation of long-lived assets
6. Know different types of intangible assets

Appendix 2. ACCT 201 Learning Objectives (In the managerial accounting part, journal entries are not the key focus.)

Chapter 10. Reporting and analyzing liabilities

1. Define current liabilities and examples of them
2. Make journal entries related to notes payable and unearned revenues \$\$
3. Basic concepts of bonds, market rate, premium and discount
4. Journalize the bond issuance transaction (at par, premium and discount) and the bond redemption transaction \$\$
5. Describe the bond amortization process. \$\$.
6. Know balance sheet presentation of bonds \$\$

Chapter 11. Reporting and analyzing stockholders' equity

1. Discuss the characteristics of a corporation and the difference between liability and equity
2. Journalize the issuance of common stock \$\$
3. Journalize the purchase of treasury stock \$\$

4. Differentiate between preferred stock from common stock. Describe dividend in arrears
\$\$
5. Journalize the issuance of preferred stock \$\$
6. Journalize cash dividends and understand the effect of stock dividends and stock splits
\$\$
7. Identify the items that affect retained earnings
8. Know balance sheet presentation of stockholder's equity \$\$

Chapter 12. Statement of cash flows

1. Indicate the usefulness of cashflows
2. Distinguish among operating, investing and financing activities
3. Prepare a statement of cashflows using the indirect method. The direct method is optional.
\$\$
4. Using statement of cashflows to evaluate a company

Chapter 13. Financial analysis: the big picture

1. Introduce sustainable income concept and its implications
2. Explain irregular items and comprehensive income
3. Describe horizontal and vertical analysis format and the uses of them \$\$
4. Summarize ratios evaluating liquidity, solvency and profitability \$\$
5. Introduce the concept of "quality of earnings" and the measures

Chapter 14. Managerial accounting

1. Difference between financial and managerial accounting
2. Cost classification: direct materials, direct labor and Manufacturing overhead, product costs and period costs
3. Compute cost of goods manufactured \$\$
4. Identify difference between a merchandizing company and a manufacturing company
5. Identify trends in managerial accounting

Chapter 15. Job order costing

1. Differentiate the purpose of doing job order costing from process costing
2. Describe how costs flow
3. Explain the nature and importance of a job cost sheet and the relationship between job cost sheet and WIP general ledger
4. Describe the process of allocating overhead cost to jobs
5. Compute predetermined overhead rate, applying overhead costs to jobs and reconciling the under or over –applied overhead costs to COGS (Journal entry for adjusting over- or under- applied overhead costs is required.) \$\$

Chapter 17. Activity-based costing

1. Describe the difference between traditional costing and activity-based costing. Identify the problems with traditional costing system
2. Identify the steps of ABC
3. Determine the cost hierarchy and identify appropriate cost drivers using specific examples; Explain how costs are pooled together
4. Benefits and limitations of ABC
5. Compute product cost using activity-based costing \$\$
6. Introduce activity-based management

Chapter 18. CVP

forums, additional practice problems, interactive activities, online scheduled discussions via chat rooms, virtual office hours, brainstorming activities (this works quite well when covering accounting ethics and accounting careers), mind maps, etc. Another idea is to explore the many changes in the profession, such as the new CPA exam formats that start second quarter 2017. (The exam will be adding testing of evaluation and analysis skills, exam will be longer, more simulations, etc.)

Note that Wileyplus has many activities available. Blackboard has many useful features including discussion forums, collaboration, blogs, etc.

Miscellaneous:

1. All courses are automatically available in Blackboard, students expect to see content in blackboard. Content includes, detailed syllabus, instructor contact info and office hours, Wileyplus access instructions, course announcements, PowerPoint slides, etc. If you are using PPT make sure you use either your original presentation or the publisher provided slides for the text used in class. Feel free to combine your slides with that of the publisher. Due to the changing nature of the discipline it is necessary to use the current material.
2. Syllabus must contain: instructor's Valley college email address, Valley college office location, office hours, and phone number, Division office location and phone number, Course name, description, format, location, content objectives, student learning objectives, required and recommended materials, grading, course requirements, schedule of class activities including content and due dates, class policies, cheating policy, statement for special needs, and any other information that may benefit students. NOTE that instructors must provide students with their Valley college email address and office number. In addition, they may provide a personal email address such as a gmail or yahoo address.
3. Office hours are required by contract. Be sure to leave the office door open at least part way so students know you are available. Also, post your office hours and contact information on your office door. If you step away from your office during your scheduled office hours, put a note on your door indicating when you will return.
4. Check email and phone messages frequently M-F, weekends are optional.

Always remember, the Accounting department's goal is to facilitate student success!!!

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The Accounting Department offers both a degree and certificates. Program level SLO's are being reassessed annually to identify needed changes to reflect the current trends in the profession. Annual faculty discussions lead to updates to SLO's and assessment tools. Courses are then updated to reflect changes in SLO's as necessary. The SLO assessment outcome data is analyzed annually to verify SLO progress in meeting targeted outcomes.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

N/A

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission/Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

Accounting is the information system that measures business activity, processes the data into reports, and communicates the results to decision makers. Accounting is “the language of business.” The better you understand the language, the better you can manage the business. Today’s world is one of information—its preparation, communication, analysis, and use. Accounting is at the heart of this information age. Knowledge of accounting gives a student career opportunities and the insight to take advantage of them

How does this mission or purpose relate to the college mission?

The mission of San Bernardino Valley College and the purpose of the Accounting Program are very similar. To serve a diverse community of learners and to prepare them to transfer to four-year colleges and universities; to provide student with the knowledge and skills needed to succeed in business, industry and the professions; to prepare students who do not transfer to a four-year institution with the basic skills to enter the accounting/business job market.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

We experienced a slight (3%) decrease in FTES. We were able to add 5 additional courses this year (total 39 sections). Our online enrollment increased by 16%. Our success and retention rates remain strong at 61% (5% increase) and 84% (2% increase) respectively. In addition we awarded 30% more degrees Certificates awarded increased by 53% most likely due to the changes in education requirements for the profession, which include required additional units to become a licensed CPA.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland (mcopel@valleycollege.edu) or Kay Dee Yarbrough (kyarbrough@sbccd.cc.ca.us) for updated information.

The Accounting Department was not aware that any courses were due for Content review. We will work on the review for the out of date courses.

Mathematics, Business & Computer Technology				
Accounting				
	Course	Status	Last Content Review	Next Review Date
	ACCT 010 Bookkeeping	Active	04/26/2010	04/26/2016
	ACCT 030 Federal and State Taxation	Active	12/07/2009	12/07/2015
	ACCT 047 Computerized Accounting	Active	04/26/2010	04/26/2016

ACCT 090 Payroll Accounting	Active	04/26/2010	04/26/2016
ACCT 200 Financial Accounting	Active	05/13/2013	05/13/2019
ACCT 201 Managerial Accounting	Active	05/13/2013	05/13/2019
ACCT 222 Independent Study in Accounting	Active	12/06/2010	12/06/2016
ACCT 010 Bookkeeping	Historical		
ACCT 047 Computerized Accounting	Historical		
ACCT 047 Computerized Accounting	Historical		
ACCT 090 Payroll Accounting	Historical		
ACCT 100 Introduction to Accounting I	Historical		
ACCT 100 Introduction to Financial Accounting I	Historical		
ACCT 101 Introduction to Accounting II	Historical		
ACCT 101 Introduction to Financial Accounting II	Historical		
ACCT 132X4 Volunteer Income Tax Assistance I (VITA I)	Historical		
ACCT 132X4 Volunteer Income Tax Assistance I (VITA I)	Historical		
ACCT 133X4 Volunteer Income Tax Assistance II (VITA II)	Historical		
ACCT 133X4 Volunteer Income Tax Assistance II (VITA II)	Historical		
ACCT 200 Financial Accounting	Historical		
ACCT 200 Principles of Accounting I	Historical		
ACCT 201 Principles of Accounting II	Historical		
ACCT 201 Managerial Accounting	Historical		
ACCT 202 Intermediate Accounting	Historical		
ACCT 202 Intermediate Accounting	Historical		
ACCT 206 Cost Accounting	Historical		
ACCT 206 Cost Accounting	Historical		
ACCT 222 Special Problems in Acct I	Historical		
ACCT 235 Acct Fr Gov&nt-For-Proft Org I	Historical		
ACCT 235 Acct Fr Gov&nt-For-Proft Org I	Historical		
ACCT 236 Acct Gov & Not-For-Proft Org II	Historical		
ACCT 236 Acct Gov & Not-For-Proft Org II	Historical		
ACCT 237 Budgeting for Governments	Historical		
ACCT 237 Budgeting for Governments	Historical		
ACCT 285 Honors in Accounting	Historical		
ACCT 285 Honors in Accounting	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
None, all articulate and transfer		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Yes, the information is accurate and current.

Part IV: Planning

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Due to the increased requirements for CPA licensure, the strong job market, and the recession proof nature of accounting, student demand for accounting courses is expected to continue to increase. Due to student demand we are maximizing the enrollment in each course, and offering additional sections of courses with the most demand and cutting classes with less demand. Transfer and online courses filled to capacity with a wait list in a very short time. We will continue to maximize enrollment to the extent possible, adding high demand courses when the budget allows, and cutting or changing the time or delivery method of low enrolled classes.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The accounting program has done well. Retention is up by 2 percent, student success has increased by 5 percent. Curriculum has been reviewed and updated on an annual basis. Discussions with advisory board members, colleagues at other schools, and practitioners will continue to ensure currency in the curriculum. Courses are added to meet student demand, historically low enrolled sections are cut, delivery method changed, or meeting time changed. Discussions with practitioners and faculty from other colleges have resulted in new ideas for presenting the course content. Our transfer

level course work has been aligned with the local CSU and UC campuses to better prepare our students for transfer and strengthen the program.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses. Our biggest challenge is staffing classes. We have one full-time tenured faculty member nearing retirement, and a new full time faculty, both are CPA's. We have continued to search for qualified adjunct instructors who can teach during the day and evening. The improved economy has made it very difficulty to attract qualified adjunct instructors. All faculty are teaching at close to maximum load in order to staff the classes. As often as possible we enroll a few students over capacity to deal with the high demand. We hope to find additional qualified adjunct faculty to lighten the load on the full time faculty.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

All of our courses include a technology component. All courses require Blackboard and either Wileyplus or CengageNOW. Discussion forums in Blackboard for each course allow students and instructors to discuss content between class meetings. Wileyplus and Cengage now offer students a wide variety of interactive activities both graded and non-graded. Students are encouraged to use Excel, Word, and Powerpoint throughout the course. Our transfer level courses incorporate the same homework management and study materials system (wileyplus is used by CSUSB and UCR) used by the local universities. Our non-transferable courses use a variety of publisher supported programs (Wileyplus and CengageNOW) to enhance the student learning process. We will continue to evaluate alternatives to offer our students. Most classes require some internet research with subsequent written analysis.

A healthy campus climate is critical to the success of the college. The accounting department works to enhance the campus climate by:

Inclusion of students, faculty from diverse ethnicities, genders, and background.

Offering a curriculum that reflects the historical and contemporary experiences of all people including under-represented groups.

Encouraging faculty to be open and responsive to concerns of all.

Offering programs that support the recruitment, recognition, retention and success of students

Providing Career advice and opportunities to all students.

The department has partnered with CSUSB and UCR, the local universities to facilitate discussion of curriculum issues, ensuring that our students are just as prepared for upper division accounting courses as the CSUSB and UCR lower division students. The department has developed a relationship with California Society of CPA's (CalCPA's). Our students are offered free student membership and are invited to a number of events where they can interact with accounting professionals. The senior accounting faculty member sits on the Board of Directors for the Inland Empire Chapter of CPAs as education chair.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories were rated "meets" in the 2012-13 efficacy review.

**Program Efficacy Team Report
Spring 2017**

Name of Department: AUTOMOTIVE TECHNOLOGY--MECHANICAL

Efficacy Team: Shalita Tillman, Aaron Beavor, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The Automotive Technology program demonstrates it is operating well, with good retention and success rates and maintains a program that serves its students to prepare them for employment through courses, certificates and degrees. They understand the trends and challenges impacting their program and clearly integrate technology and strategic partnerships.

In future, the program needs to be more specific and concrete about planning for accomplishments and challenges. In addition, though the program has and evaluates SLOs, there is only vague evidence of their use to revise curriculum or teaching strategies. Additionally, there is no evidence that PLOs have been evaluated, by semester or in the 3-year cycle.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students .	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Department is aware of demographic issues. The program’s explanation for low percentage of female students compared to college average is logical and supported, and its outreach for female students seems clear. However, while the program gives some explanation why they are 20% lower in Hispanic students than the college (feeder schools with high Hispanic populations have dropped auto program), the program’s outreach for Hispanic students or their plans to address the issue are not clear.

The program adequately explains relevant areas of pattern of service; courses are offered on days/times that work for their population of students. They explain why Saturday courses were unworkable as well as problems that explain why online or hybrid courses are not currently offered, though the team felt that the explanation better explained lack of online courses than lack of hybrid offerings. Fill rate data, though, isn’t given, which would have been most concrete way to give evidence that current pattern of course offerings is working.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Instructional success is clearly analyzed and demonstrated. Retention rates are high and success rates adequate. They note that despite the fact that students take courses for skills they need for work and leave without finishing certificates or degrees, the program is generally showing growth in awarding both. Some supplemental data on job growth and income are usefully included. There is an error in this section having to do with FTEF: they note that the department “maintains FTEF load of 8.3, but operates with 3 Full Time Faculty and 2 Adjunct Faculty” – since FTEF load is for year (two semesters), their current faculty complement is at near parity with load instead of being well under, as the statement seems to suggest.

However, though program includes SLO Cloud evidence of regular SLO evaluation and department and advisory committee discussions on SLOs, the notations in the meeting minutes are vague. Demonstration of active use of SLOs is missing (revision of SLOs, changes to curriculum or teaching due to SLO data, etc.) In addition, part of SLO discussion is in PLO area. While PLO maps are included, there is no evidence of evaluation of the PLOs (either by semester or 3-year).

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
Mission/Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into CurricuNet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department mission seems to align with relevant elements of new mission statement.

Productivity is lower than the college goal, but the department explains that well (the economy as well as the program courses having low caps).

Some of the curriculum is late for content review – they note that those courses are in content review this semester – specifically stating which ones would have made it clear that that is really the case. In addition, given tardiness of content review, the program might have suggested a plan to insure curriculum does not go out of date in future.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program references a number of important trends, including technological change, the increasing importance for their students to have strong basic skills, and initiatives like Strong Work Force that will impact the program. The team wondered if some of these suggest need for new faculty, but there is no discussion of that.

Accomplishments are discussed, though there is no development of specifics. For instance, details about some of the new tools and their impact on student success would have been useful.

The department provides a good and varied list of challenges, foremost of which is the need for a new building; however, planning for some of those challenges is weak (i.e. they state they will continue to upgrade tools and equipment, but no clear plan on how they will do that, or what plans they have to help the students who have low basic skills).

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program incorporates all three areas, demonstrating integration of technology, the maintenance and acquisition of partnerships, and an awareness of their role in campus climate.

Part VI: Previous Does Not Meets Categories
Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Though the accomplishments area is improved, it is still far from ideal, lacking specific examples to both clarify their accomplishments and to show planning.

**Program Efficacy—AUTOMOTIVE TECHNOLOGY--MECHANICAL
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Automotive Technology Mechanical – TOP Code 0948.0
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Name of Division

Applied Technology, Transportation & Culinary Arts
--

Name of Person Preparing this Report

Extension

Richard Jaramillo	8505

Names of Department Members Consulted

Guy Hinrichs, Don Wilson

Names of Reviewers

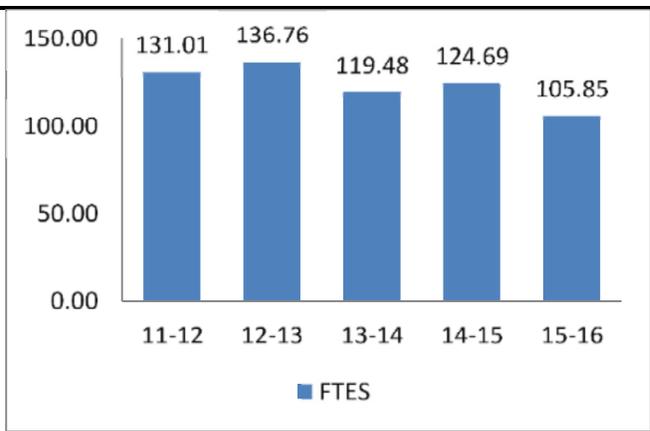
S. Tillman, A. Beavor, J. Lamore

Work Flow	Date Submitted
Initial meeting with department	3-1-17
Meeting with Program Review Team	3-8-17 With Joel
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 21

Staffing

List the number of full and part-time employees in your area.

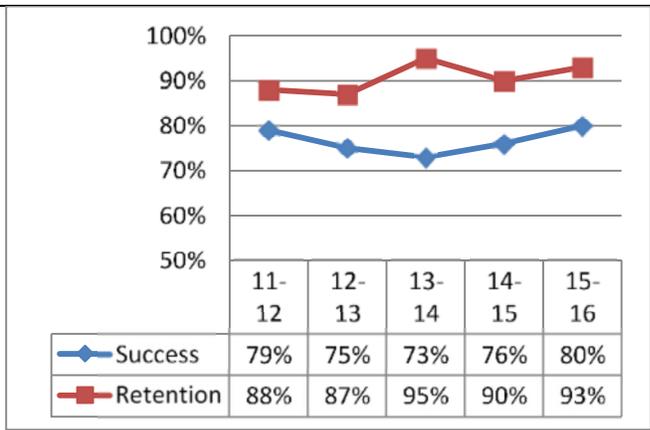
Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1 Dean		
Faculty	3 Full Time Faculty		2 Adjunct Faculty
Classified Staff			
Total			



Description:
 The Automotive program provides high quality instruction and services to a diverse community of learners. We provide our students with the needed skills in order to be successful in today's industry and to transfer to 4 year college. All courses offered apply towards a certificate or degree and allow our students to work day or evening in order to complete the required courses and complete their Certificate or Degree and enter into industry or transfer.
 The FTES in 15-16 dropped a few points due to the state of the economy. As local economy provides the jobs for the community we will see slight drops in enrollment due to the need of the community to go to work.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	618	567	599	531	558	479
FTEF	9.16	8.41	9.16	8.45	8.39	8.32
WSCH per FTEF	456	467	448	424	446	382

Assessment:
 The Automotive Mechanical Department is continuing to upgrade tools and equipment and providing the students with the latest diagnostic tools and equipment that mirrors today's industry. The success and retention rate both continue to rise due to the department's improvements in area of live modules. The live modules provide the students with learning stations which allow them to work at their own pace and complete the task in the lab. The students can also revisit problems with the instructor and the modules are used to demonstrate the systems.



Department Goals:
 The department goal is to assist the students in all aspects of their education plan and provide support whenever needed. The department continues to service all diverse groups and recruits underserved populations in the community and local feeder High Schools. The department continues to upgrade tools, equipment, and learning modules and provide the students with the best opportunity to succeed.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	31*	28*	30*	22*	28*	28*
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	3	1	3
Certificates awarded	6	5	20	16	12	26

Challenges & Opportunities:
 The challenge is the age of the building and the limitations that come with it. A new building is desperately needed so the students can have and experience what all other students on campus experience and show the community that SBVC knows what is needed in our local community to foster student and community success.

*Four of these courses overlap with Auto Collision (Auto 50, 52, 84, 56)
 Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 Code: 0948

Action Plan:
 The department plans to continue to recruit and promote our programs to all diverse groups in community and continue to provide the resources needed for students to be successful. The department will continue to upgrade tools, equipment and training modules and provide the students with the best possible resources to complete their educational goals. The data does not show the number of certificates the department issued but I believe it to be higher than last year.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> regarding identified differences in the program's population compared to that of the general population	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2014-15 to 2015-16		
Demographic Measure	Program: Automotive Technology	Campus- wide
Asian	7.0%	4.8%
African-American	14.9%	12.8%
Hispanic	44.7%	64.2%
Native American	2.6%	0.2%
Pacific Islander	0.9%	0.3%
White	21.9%	14.0%
Unknown	0.0%	0.4%
Female	13.2%	56.9%
Male	85.1%	42.9%
Disability	13.2%	6.3%
Age Min:	15	14
Age Max:	60	78
Age Mean:	26	24

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, <http://www.clrsearch.com/Redlands-Demographics/CA/Population-by-Race-and-Ethnicity> what steps are you taking to address the issue?

The Automotive Mechanical Department does not reflect the College population. There are 56% more white students, 110% more disabled student and more African American, Native American, Asian and pacific Islanders in the program compared to campus as a whole. Number of Hispanic students in the program are 30% fewer than on the campus as a whole. One of the reasons for this difference is that Redlands Unified School District offers Auto Repair courses. City of Redlands has twice as many white residents as Hispanic (<http://www.clrsearch.com/Redlands-Demographics/CA/Population-by-Race-and-Ethnicity>) Many of the students from the Redlands High School come to Valley College to get their degrees and certificates. Most other feeder schools with Hispanic majority have discontinued their Auto Program to cut costs and to concentrate more on courses needed to pass the high school exit exams. The number of women enrolled in the program is low compared to the number of women in the college population as a whole. Auto repair is still a male majority field and many women do not consider it a career option. It is very encouraging that there was an almost 20% increase in female enrollment in the program in the last four years. The women who enter this field they are usually very successful. We continue to encourage and welcome all students into our program. Faculty continue to attend high school events and offer on campus open houses so potential students can meet current women students. The number of women in the program is 13.2% of total enrollment which is almost twice as much as the percentage of women employed nationwide. Per the Bureau of Labor Statistics, "[Table 18: Employed Persons by Detailed Industry, Sex, Race, and Hispanic or Latino Ethnicity, 2015](#)," *Labor Force Statistics from the Current Population Survey* (2016), women employed in automotive repair and maintenance is 7.3% of the total employment. (<http://www.catalyst.org/knowledge/women-automotive-industry>).

Pattern of Service

Describe how the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Automotive Mechanical Department currently offer four certificates and a fifth certificate has been submitted for approval at the state level. The department offers day and evening classes while rotating the schedules, this allows all students the opportunity to complete the certificates in two years or less. The classes are scheduled in standard time blocks which start at 8 a.m., 1 p.m., and 6 p.m. This type of scheduling works well with employers because it allows their employees to take a morning or afternoon class and still work part of the standard workday. The department has looked

in to online and hybrid type of courses but found the lab component difficult without face to face contact before lab session, this is still under consideration. The department has offered Saturday classes in the past, however enrollment and retention was not very good. The success in the program is ensured by having 3-hour lecture combined with 3 hours, hands on lab classes. This makes for a very long in-class time when the classes are held on Saturdays. There is no Toolroom support on Saturday for hands on lab. With our current rotating schedule, automotive mechanical classes generally fill before the first day of school. It is our intention to serve the community and not turn away students, at times some of our classes are running “over cap”.

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

The provided E.M.P. data for the Automotive Mechanical Program shows positive information pertaining to Success, Retention and Certificate/Degrees awarded. The data has a consistent average retention of 77% for years 2011 to 2016, with last year data showing a retention of 80%, a slight uptick of 4% from the previous year. The retention rate is higher with an average rate of 91% for years 2011 to 2016, last year showed an increase of 3% from the prior year to 93%. The Program offers both

degrees and certificates. All students are encouraged to complete a degree while they are attending San Bernardino Valley College, but only a small percentage do. Most students obtain entry level jobs in the industry to work in tire shops or oil change service. Then some students try to move up to work as mechanics at dealerships. These jobs require specialized certificates offered by auto companies such as Toyota Master Mechanic or Ford Master Technician. Students can take a few automotive classes and gain employment before receiving a certificate which is a success for the student. The success for the student is a conundrum for the Automotive Department because students leaving before receiving a Certificate causes our success rate to look lower than it really is. We are considering offering a few certificates with lower units so we can reflect that students leave early and go to work. The E.M.P. data is respectable considering the Automotive Mechanical Program maintains FTEF load of 8.3, but operates with 3 Full Time Faculty and 2 Adjunct Faculty.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

According to US Dept. of Labor, Automotive Mechanics have a mean annual salary of \$37,850.00 with 739,000 working in the industry nationwide. Prospect for future employment is good with a growth rate of 5% expected through 2024. Most employers expect new hires to be experienced or have completed a training program which makes the community college an idea place to learn.

The Strong Work Force grant will provide the program with additional funds to be used to continue to upgrade tools and equipment and purchase alternative fuel vehicles as we continue to upgrade program to improve student success.

Below are two tables showing the wages and employment statics within California.

Occupation (SOC code)	Hourly mean wage
First-Line Supervisors of Mechanics, Installers, and Repairers(491011)	35.73
Automotive Service Technicians and Mechanics(493023)	21.61
Recreational Vehicle Service Technicians(493092)	19.89

Footnotes:
 SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>
 Data extracted on March 06, 2017

Occupation (SOC code)	Employment ⁽¹⁾
First-Line Supervisors of Mechanics, Installers, and Repairers(491011)	38240
Automotive Service Technicians and Mechanics(493023)	61140
Recreational Vehicle Service Technicians(493092)	980

Footnotes:
⁽¹⁾ Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Data extracted on March 06, 2017

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

SLO's have been revised with assistance from the SLO Director
 Course SLO's have been linked to Program SLO's
 SLO's discussed in Advisory meetings
 Full time and Adjunct Instructors share evaluation tools
 See attached for proof of discussion of SLO's in Advisory Meeting
 See attached for an instructor's reflections and changes made to delivery.

**AUTOMOTIVE TECHNOLOGY ADVISORY COMMITTEE MEETING
MINUTES**

JUNE 30, 2016

12:00 P.M.

T-101

TYPE OF MEETING	Advisory Committee Meeting
FACILITATOR	Richard Jaramillo
NOTE TAKER	Sharen Chavira
ATTENDEES	Saul Aguilar; Mike Bongho; Achala Chatterjee; Guy Hinrichs; Albert Maniaol; Myron Moreno; Thomas Torres; Don Wilson

TOPIC	2016 PURCHASES
-	During the Spring 2016 semester, automotive was able to upgrade their equipment with the help of external funding. Purchasing alignment hoist and three drive-on hoists with jacks.
-	The goal is to revamp the Tool Room used by all automotive lab classes by purchasing small equipment.
-	A new Matco Scan tool for the automotive classes was also purchased.

TOPIC	CURRICULUM
-	Currently the automotive curriculum is all updated. The cycle for updating curriculum four-years.

TOPIC	SLO'S
-	Student Learning Outcomes (SLO's), had changes that were done early.

TOPIC	CERTIFICATES
-	The Preventive Maintenance Certificate was designed for high school students coming out of the auto classes. The process for this certificate needs to be done again as it did not end up getting submitted to the state. The certificate needs to go through our regular consortium and the college curriculum process. Since it is being submitted again, this could take close to a year. The committee members agreed to move forward with all the processes required for the certificate to be approved.

TOPIC	WORK EXPERIENCE
-	Discussion from Goodyear and Firestone is in the works to have automotive students work at their sites for work experience. Performing general services as part of their work experience such as oil changes, basic alignment, learning to identify the correct part names and features for different vehicle operations. As students become accomplished in basic skills they take on more complex tasks.
-	The automotive program is driven by our community needs, should there be specific tasks required for the students, the committee was encouraged to let the faculty know what they might be.

NEXT MEETING: Spring 2017 Semester

**MEETING ADJOURNED:
01:00PM**

Course Summary Report

Year 2014-2015
Period last 3 years
Division Applied Technology
Dept Auto Mechanical
Course Auto 050

Course SLOs

Note: [Course SLO Summary Evaluation Form is available.](#)

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Upon completion of this course, students will be able to recognize and demonstrate safe work practices.	116	113	97.41%
2	Upon completion of this course, students will be able to correctly identify and utilize automotive brake tools.	94	73	77.66%
3	Upon completion of this course, students will be able to distinguish serviceable parts from non-serviceable automotive brake system components.	94	70	74.47%
4	Upon completion of this course, students will have the ability to make minor repairs to the hydraulic brake system.	97	85	87.63%

4 Assessment Methods & Criteria

5 Reflection(s)

- Monitoring data to restructure class material if needed (AUTO-050-01 for 2014SP)
- Additional assesment is necessary to draw conclusions (AUTO-050-01 for 2013FA)
- Use of new lab assignment, went well still looking for better lab sheets with more guided practice. • First time using this final. • First time having students perform a lab practical, went very well will be doing it in every class. • Use a lot of power point presentations, actual parts for demonstrations, and handouts. Not tied down to a text book and (AUTO-050-02 for 2013FA)
- Data reviewed, no changes at this time. (AUTO-050-01 for 2014FA)
- Need to supply more handouts of the various designs for student reference. More visual PowerPoint's and add the use of more in depth and up to date videos. Be stricter with attendance and late work acceptance. (AUTO-050-02

Course Summary Report

Year	2016
Period	spring
Division	Applied Technology
Dept	Auto
Course	052

Course SLOs

SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1 Upon completion of this course, students will be able to recognize and demonstrate safe work practices.	42	39	92.86%
2 Upon completion of this course, students will be able to correctly identify and utilize automotive steering and suspension tools.	36	26	72.22%
3 Upon completion of this course, students will be able to identify and distinguish serviceable parts from non-serviceable parts.	36	25	69.44%
4 Upon completion of this course, students will have the ability to perform a thrust angle wheel alignment (2 wheel).	35	32	91.43%
5 Upon completion of this course, students should be able to recognize and demonstrate safe work practices.	76	76	100.00%
6 Upon completion of this course, students should be able to correctly identify and utilize automotive brake tools.	67	56	83.58%
7 Upon completion of this course, the student should be able to perform minor suspension repair.	68	61	89.71%

Students did better on the hands on portion. Might need to change my assessment method for next semester. More review after I cover a subject, and new methods of delivery of new topics rather than just power point and lecture.
(AUTO-052-02 for 2015SP)

The higher the reading comprehension of the student the better a student performs on a written exam, however, the reading comprehension does not always determine the results of a practical

exam.

(AUTO-052-01 for 2015FA)

I would like to gain more feedback from my students on what assignments worked well and which did not.

(AUTO-052-02 for 2016SP)

Considering changing SLO-2 from a written test to a hands on performance test.

(AUTO-052-01 for 2016SP)

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The program SLOs are discussed in the department and advisory to determine if they still meet the needs of industry and if they provide the students with the skills needed in order to be successful. The program SLO's are used to provide the students with task that involve each SLO and each course the students complete these task containing their current course content. By the time the student completes the certificate or degree they are well versed in the program SLOs. Each instructor evaluates the SLOs for the courses they teach and look at the data to see were the students are low and we come together to share best practices and share new content delivery ideas. The SLO process is great to give feedback on what the students actually learn compared to what we think they learned.

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

	Automatic Transmission Certificate	Read and interpret automotive service manuals.	Write accurate repair orders, requests, reports and estimates.	Perform repairs to automatic transmissions,	Perform repairs to automatic transaxles	Perform repairs to manual transmissions and drive train.
AUTO 064	X	X				
DIESEL 064	X	X				
AUTO 065	X	X				
AUTO 075	X	X	X			
AUTO 076	X	X		X		
AUTO 077	X	X			X	
AUTO 084	X	X				
AUTO 090	X	X				
TECALC 087	X	X				
MATH 942						

	Wheel Alignment and Brakes Certificate	Read and interpret automotive service manuals.	Write accurate repair orders, requests, reports and estimates.	Perform repairs to automotive brake	Perform repairs to automotive suspension systems.	Students will demonstrate their ability to manipulate and solve a variety of applied technical problems using
CLASSES						
AUTO 050	X	X	X	X		
AUTO 064 or DIESEL 064	X	X	X	X		
AUTO 051	X	X	X		X	
AUTO 052	X	X	X		X	
AUTO 053	X	X	X			
AUTO 084	X	X	X			
TECALC 078 or MATH 942						X

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission/Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The San Bernardino Valley College Automotive Department provides technical training and education to a diverse community of learners and provides the workforce for local industry.

How does this mission or purpose relate to the college mission?

The San Bernardino Valley College Automotive Department mission statement is similar in nature to the College Mission; we provide workforce development to the community via way of technical training leading to certificates and degree to our diverse

community. Increased skills and prepared workers build a strong and competitive economic community.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Automotive Mechanical data shows a drop in FTEF of .7 and a WSCH per FTEF by 64. This is due to a slight decline in enrollment. This is a normal trend in San Bernardino area as the economy improves students find work and postpone going to college. The program continues to offer multiple sections day and evening to ensure all students have the opportunity to complete certificates and degrees. The program also has a cap on all courses of 25 because of the Lab element and this makes it nearly impossible to achieve very high WSCH /FTEF goal.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from CurricUNET.

The Content Review Summary from CurricUNET indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland (mcopel@valleycollege.edu) or Kay Dee Yarbrough (kyarbrough@sbccd.cc.ca.us) for updated information.

All Automotive Mechanical courses are up to date or have been input into curricUNET for content review.

Applied Technology, Transportation & Culinary Arts				
Automotive				
	Course	Status	Last Content Review	Next Review Date
	AUTORS 010 Basic Vehicle Restoration	Active	03/07/2016	03/07/2022
	AUTOST 010 Beginning Street Rod Construction	Active	03/07/2016	03/07/2022
	AUTOIN 010 Basic Auto Upholstery	Active	11/21/2016	11/21/2022
	AUTOIN 012 Advanced Custom Auto Upholstery	Active	11/21/2016	11/21/2022
	AUTO 020 Non-Structural Body Repair	Active	04/20/2010	04/20/2016
	AUTO 022 Non-Structural Collision Repair	Active	03/07/2016	03/07/2022
	AUTO 024 Structural Analysis and Damage Repair	Active	03/07/2016	03/07/2022

AUTO 026 Auto Collision Refinishing	Active	03/07/2016	03/07/2022
AUTO 028 Damage Analysis and Estimating	Active	12/03/2012	12/03/2018
AUTO 029 Estimating	Active	12/03/2012	12/03/2018
AUTO 050 Automotive Brakes	Active	05/12/2008	05/12/2014
AUTO 051 Advanced Automotive Brakes	Active	05/12/2008	05/12/2014
AUTO 052 Automotive Suspension and Steering	Active	05/12/2008	05/12/2014
AUTO 053 Advanced Automotive Suspension and Steering	Active	05/12/2008	05/12/2014
AUTO 056 Automotive Heating and Air Conditioning	Active	04/26/2010	04/26/2016
AUTO 064 Auto/Truck Electrical Systems	Active	10/15/2013	10/15/2019
AUTO 065 Electrical Systems Diagnosis and Repair	Active	04/26/2010	04/26/2016
AUTO 066 ASE Alternative A-6, A-8, L-1 Prep or Certificate	Active	11/09/2009	11/09/2015
AUTO 067 Emission/Smog Check Technician Training	Active	04/02/2012	04/02/2018
AUTO 068 Engine Performance - Ignition Systems	Active	04/26/2010	04/26/2016
AUTO 069 Engine Performance - Fuel and Exhaust Systems	Active	04/26/2010	04/26/2016
AUTO 075 Automatic Transmissions Rear Wheel Drive	Active	04/29/2013	04/29/2019
AUTO 076 Automatic Transaxles Front Wheel Drive	Active	04/29/2013	04/29/2019
AUTO 077 Manual Transmissions and Transaxles	Active	11/24/2008	11/24/2014
AUTO 084 General Automotive Technology	Active	10/28/2008	10/28/2014
AUTO 090 Engine Repair	Active	11/25/2013	11/25/2019
AUTO 090 Engine Repair	Active	04/15/2002	04/15/2008
AUTO 098 Automotive-Diesel Technology Work Experience	Active	12/07/2009	12/07/2015
AUTO 020 Non-Structural Body Repair	Historical		
AUTO 022 Non-Structural Collision Repair	Historical		
AUTO 022 Non-Structural Collision Repair	Historical		
AUTO 024 Structural Analysis and Damage Repair	Historical		
AUTO 024 Structural Analysis and Damage Repair	Historical		
AUTO 026 Auto Collision Refinishing	Historical		
AUTO 026 Auto Collision Refinishing	Historical		

	AUTO 038 Non-structural Analysis and Damage Repair	Historical		
	AUTO 038x3 Non-structural Analysis and Damage Repair	Historical		
	AUTO 039x3 Structural Analysis and Damage Repair	Historical		
	AUTO 048x3 Auto Collision Refinishing	Historical		
	AUTO 049 Damage Analysis and Estimating	Historical		
	AUTO 050 Automotive Brakes	Historical		
	AUTO 051 Advanced Automotive Brakes	Historical		
	AUTO 052 Automotive Suspension and Steering	Historical		
	AUTO 053 Advanced Automotive Suspension and Steering	Historical		
	AUTO 056 Automotive Heating and Air Conditioning	Historical		
	AUTO 056 Automotive Heating and Air Conditioning	Historical		
	AUTO 063 Emission Systems	Historical		
	AUTO 063 Emission Systems	Historical		
	AUTO 063 Emission Systems	Historical		
	AUTO 064 Automotive Electrical: Battery, Starting & Charging Systems	Historical		
	AUTO 064 Automotive Electrical: Battery, Starting & Charging Systems	Historical		
	AUTO 064 Automotive Electrical: Battery, Starting and Charging Systems	Historical		
	AUTO 065 Electrical Accessory Diagnostic	Historical		
	AUTO 065 Electrical Accessory Diagnostic	Historical		
	AUTO 066 ASE Alternative A-6, A-8, L-1 Prep or Certificate	Historical		
	AUTO 066 ASE Alternative A-6, A-8, L-1 Prep or Certificate	Historical		
	AUTO 067 Basic and Advanced Clean Air Car Course	Historical		
	AUTO 067 Automotive Emissions	Historical		
	AUTO 067 Basic and Advanced Clean Air Car Course	Historical		
	AUTO 067 Basic and Advanced Clean Air Car Course	Historical		
	AUTO 068 Engine Performance - Ignition Systems	Historical		

	AUTO 068 Engine Performance - Ignition Systems	Historical		
	AUTO 069 Engine Performance - Fuel and Exhaust Systems	Historical		
	AUTO 069 Engine Performance - Fuel and Exhaust Systems	Historical		
	AUTO 075X3 Automatic Transmissions Rear Wheel Drive	Historical		
	AUTO 075X3 Automatic Transmissions Rear Wheel Drive	Historical		
	AUTO 076X3 Automatic Transaxles Front Wheel Drive	Historical		
	AUTO 076X3 Automatic Transaxles Front Wheel Drive	Historical		
	AUTO 077 Manual Transmissions and Transaxles	Historical		
	AUTO 084 General Automotive Technology	Historical		
	AUTO 088X3 Air-Cooled & Small Engines	Historical		
	AUTO 089X3 Air-Cooled & Small Engines	Historical		
	AUTO 090X3 Engine Repair	Historical		
	AUTO 090X3 Engine Repair	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
NA		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

NA

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All Automotive Mechanical courses apply towards a certificate and all are either current or in the process of content review. The department continues to keep articulation agreements current with local feeder high schools and is in progress of aligning course curriculum with the regional consortium.

Part IV: Planning

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The trend in industry is still the high tech electronic systems and alternative fuel platforms that is constantly changing and advancing to make the vehicles safer and achieve better fuel economy along with exploring new technologies that provide the driver with many different options at their fingertips. Systems like self-parking, computer aided steering, and computer aided drivers. The impact to the students when they enter industry is they must have the ability to read and comprehend information at a high level in order to use resources needed to diagnose and repair today's vehicles. The department stresses to the students the need to gain a high level of Math, Reading, Science and English skills in order to better prepare them for industry. The program also provides the students the opportunity to work on those skill sets by completing the lab task which require the students to read and follow direction to complete task and to

give them examples of what will be expected of them in the field. With the Strong Work Force Grant the department continues to work towards providing assistance to the students by using computer based training, training stations and with the use of modules and different modes of content delivery. This year with the strong work Force local grant the program will purchase an alternative fuel vehicle and tools and equipment to perform task on the vehicle. With the regional consortium, the program is aligning courses and Marketing the Automotive Careers to community high school students and their parents.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The program continues to work on alternative fuel course and have submitted the course to curricunet and currently is in the process of purchasing hybrid and electrical vehicles along with the tools and equipment to complete lab task. Our instructors continue to complete training on both platforms and introduce some course content in our existing courses with the hope to soon be able to show the students on live vehicles in the near future. The program success rate for 2015-16 was 80% up 4 points from 2014-15. The program is always looking for ways to provide the students with as much subject matter content in order for them to be successful in today's industry. The retention rate for 2015-16 was 93 % and that was up 3 points from 2014-15. The program is providing the students with the confidence and the ability to succeed in the program which encourages them to complete their certificate and degrees. Providing the students with training modules and new work stations allows the students to work at their own pace to complete each task. The use of new tools and equipment allows the student to work and complete all lab tasks because of the resources we provide. With the additional financial support we have received has been put to use by improving tools and equipment which shows the students the colleges supports the program and the students who are enrolled in it. This shows the community and students that SBVC cares about their success and helping them begin their Automotive career. The program hopes that the college and the district will provide the Automotive students with a new building so the program can continue to grow and provide the training and education that the community deserves.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

There are several challenges, one being the age of the building and the appearance from the outside is not very helpful when we try to recruit students and have their parents see what building they are learning in and ask if we are part of the campus. Because of the age of the building we are limited to the things that we can expose students to because of the configuration. A new building is desperately needed so the CTE students can experience what all other students across campus experience. A new building will also show that SBVC knows what is needed in our local community to foster student and community success.

The program is always working to increase FTES by participating in local recruiting functions and providing local feeder schools with enrollment, financial aid and program information to help prepare new students and make their registration process easier for all diverse populations. The program is working with regional consortium to provide our community with the accurate information about careers in Automotive Technology and the need in our community for entry level Technicians. The program and consortium will provide information to students and parents about the all the opportunities in the Automotive industry. The program is still in need of upgrades to tools and equipment to stay current with industry and to provide more training stations for the students to work. The local and regional work force grant is a good start but there is still much more that needs to be done. With the high-tech changes in industry the need for students with college level basic skills and the ability to read, comprehend and follow directions is most important for students wanting to enter industry. The program for years has attracted students who struggle with Reading, Math, English, and Science but have spatial or mechanical aptitude. Many students have self-reported that they are dyslexic. Today's students not only have to have the ability to work with their hands but they need to read and understand shop manuals that are written at a 12th grade level. Basic skill preparation greatly determines the if a student can complete a certificate or a degree in under six years. The program continues to push students to complete the degree in order to better prepare them for industry. Our EMP for 15-16 shows 3 Degrees awarded and that puts us up by 2 degrees from 14-15. The program will continue to upgrade tools and equipment that meets the needs of local industry and allows the student to become proficient in the use of them.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

<p>Goal 3.2 Improve the support systems, Academic programs, Facilities, Technology and Staff to enable the optimal learning environment for our students.</p>	<p>The program provides the student with the ability to use WIFI to access automotive reference and provide the students with the same type of reference as they will have access to when working in industry. Students use computers to complete lab task and look up repair reference in order to complete task. The students use the internet to complete projects which involve research of automotive components.</p> <p>The program has partnerships with Goodyear, Firestone and Omnitrans to provide entry level work experience for students who have completed their certificates. Costco has also showed interest in participating in the work experience as well as developing a leadership academy for training managers.</p> <p>The program also has articulation agreements with local feeder schools which provide new incoming students with the completion of 1 course that is part of their certificate. The program communicates with local industry and regional consortium to align courses and make it easier for students to complete certificates no matter what local college they attend. We also work towards meeting the needs of local industry by providing training that meets the needs for entry level Technicians. The program is always looking</p>
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to add new companies to our advisory and to give feedback to the program in order to make improvements. The program is also aware of campus climate change that creates an environment in labs and classrooms that must be addressed in order to provide additional assistance to students with special needs. The department is looking for support to help all students succeed and get as much out of program as possible.

The program participates in Stemapoluza and all other functions on campus to give the existing students as well as high school students what the automotive industry is all about. The program also participates in career days at local feeder high schools and promotes the whole college not just our program. The program participates in open house and tours that come through and visit labs.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

A number of strengths are mentioned; however, how the program plans to capitalize on those strengths is unclear. This seems to be a weak point in a number of reports, so the committee suggests that the directions be revised.

Address, in detail and with specific examples, how this deficiency was resolved.

This efficacy under accomplishments shows how the financial support from the college is reflected by the rise in success and retentions rates. The program gives examples of how purchasing additional training modules and adding more workstations allowed the students to work in smaller groups and at their own pace to complete the lab task which increased student success. We will continue to upgrade tools and equipment which support student success and provide resources to help the students with course content and come up with ways to help all students achieve to the best of their ability with more support from DSPS and other departments which foster student success.

**Program Team Efficacy Report
Spring 2017**

Name of Department: BIOLOGY

Efficacy Team: Weiss, Sogomonian, Gabriel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program is operating at acceptable productivity and success levels. There are areas that **MUST** be addressed immediately. Improved planning would help to alleviate issues of out-of-date curriculum. The department must identify strategies to ensure that curriculum remains current. Additionally, evaluation of program level outcomes needs to be completed. The program should identify plans to improve in areas of weakness beyond advocating for additional resources.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program notes differences from general population in both gender and ethnicity and indicates a need for further evaluation. The department has identified strategies to "stimulate and sustain the interest and growth of minorities in science" but actual planning for these activities is unclear.

The pattern of service offered by the department spans all time blocks (morning/afternoon/evening/weekday/weekend and a variety of methodologies including face-to-face and online/hybrid. Additionally, the department has sought to serve the Big Bear/mountain communities by offering ITV courses to that location.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program <u>has not demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is <u>complete</u> .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides an analysis of its success and retention data, attributing increases to increased tutoring, supplemental instruction and availability of STEM based counselors. No supplemental data supporting this attribution is provided. Strategies should be implemented to collect appropriate data to support the assertion.

The program has a regular pattern of SLO data collection and a process for assessment evaluation for all courses on a regular cycle. It has implemented changes in methodology based on results of this evaluation within its laboratory classroom components. Program level SLOs (PLOs) have been recently revised and the department indicates that it will continue to review and revise PLOs. However, there is no analysis of PLOs presented and no evidence that they are being used to improve instruction. There appears to be a very low achievement rate of PLOs, which is not discussed in the document and merits evaluation and planning for improvement.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
Mission/Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program has a stated purpose which supports the college mission.

Productivity has steadily declined over the 5 years reported in the EMP. This decline is explained, by the department, as a result of decreased caps due to changes in fire code. This would have impacted in a single semester, though, not steadily over a five year period. The department indicates that they improve productivity by offering “double-sections” It is unclear whether that information is reflected in the data. The EMP notes a dramatic drop of 1200 students (duplicated headcount) over the 5-year period. While the largest drop is in the 11-12 year (1000 students) there is no discussion about the continued decline.

Several courses are out of date in curriculum. The department notes that two of these courses are not currently offered and that the other two will be updated when TMCs are completed. Plans to update out of date curriculum (some up to 4 years behind) need to be implemented. The AS degree in Biotech, which accounts for some of the course curriculum delays is not fully discussed.

All courses transfer to either CSU or UC or both, though some have limited transfer and two transfer only as elective to CSU.

The department notes that many classes no longer offered still appear in the catalog. This is a correction that must be made immediately.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department has identified trends at the local, regional, state and national levels that may have an impact on enrollment. It is recommended that they incorporate these trends into their planning more thoroughly. The department has many strengths which are utilized to support the goals and objectives of the department. These strengths also support the greater college community through the development of the planting initiatives started by the program. The department identifies weaknesses, but does not incorporate them into planning other than to “advocate” for more resources

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The department incorporates the use of state-of-the-art technology where fiscally appropriate to do so, balanced with the needs to improve student success. It has contributed to campus climate through the planting of drought tolerant vegetation creating a “marriage of course learning outcomes in association with a carefully planned educational landscape.”

Part VI: Previous Does Not Meets Categories
Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

No prior “does not meet” categories.

**Program Efficacy
2016 – 2017**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Biology

Name of Division

Science

Name of Person Preparing this Report

Lorrie Burnham

Extension

8561

Names of Department Members Consulted

Full Time Faculty JOAN MURILLO DAVID BASTEDO GLENN DREWES ROGER SADLER TATIANA VASQUEZ SOHA SOBHANIAN	Classified Professionals Sarah Yearyearn Sarah Miller Marlena Vallejo Part Time Faculty – REBECCA Ramos DEBRA DUTTON DARLENE GAMBOA MITHRA GHAFARI MELISSA IYENGAR SCOTT MONDRALA PRITI MULCHANDANI REBECCA RAMOS Carol Cook Christopher Kehrier Arya Parsa Julia Smith Mona Jazayeri Laura Schoepf Kelly Felton Greg Toumayan David Gayle Rick Allen Bridget Seanez Matthew Harter Sean McNamara Nancy Saad
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Names of Reviewers

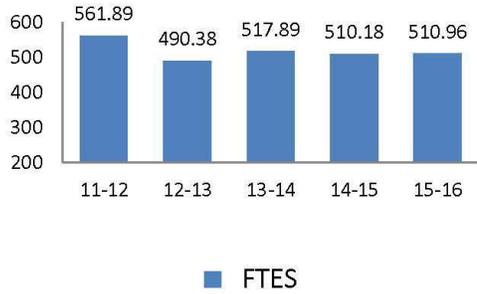
K. Weiss, N. Sogomonian, C. Gabriel

Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 21

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	7		22
Classified Staff	3		
Total			



Description:

The Biology Department offers courses to prepare students for opportunities towards four major areas; 1) General Education science requirements, 2) Allied Health careers, 3) Biology Major transfer students, 4) Biotechnology related careers.

The development of student skills as they relate to creative critical thinking, assessment of quantitative information, deductive/ inductive reasoning, and written communication are stressed.

Assessment:

- Success and retention are increasing.
- The learning support via Student Success Center is essential
- Student success and retention rising.
- FTEF has increased from the past academic year.
- Room size has effected efficiency.
- We have many biology majors that transfer without receiving a degree.

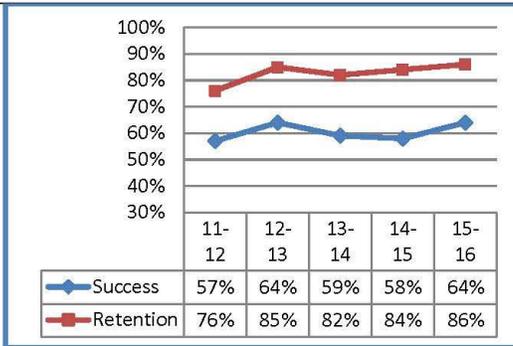
Department Goals:

- Hire replacement faculty.
- Increase the number of degrees awarded under the new AA-T degree and revised AS degree.
- Increase the number of students transferring to 4 year colleges.
- Implement the new department philosophy plan.
- Continue to support SBVC's transformation to a drought tolerant landscape.
- Acquire state of the art equipment to help prepare students for use when transferring.
- Develop strategies for adjunct mentoring.
- Hired a general technician for nights and weekends.
- Continue to support SBVC's transformation to a drought tolerant environment conducive for teaching. Support maintenance of new Biology pond at the Gym.
- Expand department's botanical and zoological collections.

Challenges & Opportunities:

- Low percentage of classes taught by full time faculty.
- Poor lighting and sound issues in lecture rooms makes teaching difficult.
- Train new faculty on the use of the new snorkel system.
- Lack of funds for supplies & field experiences.
- Lack of consistent and adequate funding for maintenance of equipment.
- Plan for 3 semester majors program.
- Work with SI's to ensure we're meeting student needs.
- Night and weekend courses without tech support.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	3,752	2,744	2,406	2,659	2,587	2,561
FTEF	34.46	29.94	29.58	31.41	30.73	32.32
WSCH per FTEF	654	563	497	495	498	474



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	135	105	100	107	108	109
% of online enrollment	2%	3%	4%	6%	9%	6%
A.S. Biology Degrees Awarded*	4	4	6	6	8	
A.A. Lib Arts: Bio&PhySci Degrees Awarded*	54	92	129	151	148	

TOP Code: 040100
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
*Data will be available in October 2016

Action Plan:

- Advocate for faculty, staff, increased budget, and maintenance funds.
- Discuss a strategic plan for growth in the Dept. consistent with departmental philosophy.
- Advocate for new opportunities in the Success Center.
- Initiate a process of systematic data gathering of student entrance and exit skills from each biology course in a sequence.
- Review and refine SLO course level assessments.
- Advocate for development of landscape committee.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students .	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2014-15 to 2015-16		
Demographic Measure	Program: Biology	Campus- wide
Asian	7.4%	4.8%
African-American	14.60%	12.8%
Hispanic	61.1%	64.2%
Native American	0.6%	0.2%
Pacific Islander	0.3%	0.3%
White	15.2%	14.0%
Unknown	0.9%	0.4%
Female	67.7%	56.9%
Male	30.3%	42.9%
Disability	2.4%	6.3%
Age Min:	15	14
Age Max:	64	78
Age Mean:	25	24

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The recent 2014 to 2016 ethnicity demographic data efficacy report shows that in ethnicity, **relative to the College**, there are a greater number of Asian (7.4% vs. 4.8%) and a greater number of Native American (0.6% vs. 0.2%) ethnic group representation within the Biology program and a decrease in the representation of Hispanic (61.1% vs. 64.2%) ethnic groups.

These data seem to suggest a trend we may want to investigate further with more fine-grained data collected within the Biology Program. Some questions from this data are; 1) What is the ethnic distribution of students that are taking biology for GE, as Biology Majors, and Pre-Allied Health? 2) Is there an equal contribution to the change in ethnic populations observed in the Biology Program as a whole? 3) Do these demographic differences represent a change in the ethnic distribution among students entering a course, or among students who have successfully completed a course? Can these additional data help formulate targeted strategies in increasing access or success rates in different ethnic populations.

Some targeted strategies that could be implemented in the Biology Program are; a) offerings of "Biology Study Skills Workshops, b) increase in biology class tutoring for all courses, c) increase Supplemental Instruction sessions for all courses, d) offering, in coordination with other divisions more learning communities, e) increased outreach to campus clubs that may provide opportunities to contact various ethnic populations on campus. These activities aim to stimulate and sustain the interest and growth of minorities in science.

In gender representation compared to the previous efficacy report, the Biology Program has seen a decline in male representation and an increase in female representation. These trends seem to be mirroring college wide trends but may mirror an increase in gender equitability among those students entering the Pre-Allied Health component of the Biology Program. We can test this hypothesis by examining more fine-grained data collected within the Biology Program.

Pattern of Service

Describe how the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Biology Department supports instruction to the college's mission;
Transfer (Gen Ed, and Biology Majors) and **Pre-Allied Health Program** (Human Anatomy and Physiology, Microbiology)
 The Biology program offers morning, afternoon, weekend, online, and evening classes that are required for graduation with a degree and transfer. The program offers Saturday introductory classes that fulfill a general education requirement for transfer as well as prerequisites for allied health programs. The program currently offers online-hybrid sections of Human Anatomy, Anatomy and Physiology, and Microbiology that are required for pre-Allied Health students. The Biology Program has also offered General Biology (Bio 100) courses in the city of Big Bear through an interactive video presentation of the lecture combined with an on-site offering of labs at the local high school

Part II: Questions Related to Strategic Initiative: Student Success

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The EMP data in terms of measures of FTES, Enrollment, FTEF, and section counts seem to illustrate a slight increase in the program offerings. The decline in WSCH/FTEF is attributable to an effort by the Biology Department to maintain a diversity of course offerings at times of the day, and days of the week, while only slightly increasing the number of course sections being offered. The WSCH/FTEF ratio in lab courses (which constitute a significant proportion of biology courses) are constrained due to a decrease in the cap to 25 students per lab section due to the changes in fire code regulation that limits the number of students in our 2 large lecture rooms.

The success and retention data have, in the final year of the data, shown an increase in both success (7%) and retention (10%). This increase might be attributable in part to the efforts in Supplemental Instruction and tutoring for biology courses as a result of two STEM related grants on campus at this time. There has been some past evidence for the positive influence of these opportunities in success and retention mentioned in previous Efficacy Reports (see Chemistry, 2011 Efficacy report). Some additional variables that might be contributing to increases in success and retention could also include increases in STEM-related counseling availability and outreach to current students and the requirement of students to up-date or acquire an Ed Plan.

The degrees and certificates awarded by the Biology Program have doubled over the reporting years. These award rates seem to be representative of a growing program but where the majority of the student population is not seeking a terminal Biology AS degree, but rather enrolling in courses that will contribute to their GE or Biology majors transferability or to satisfy pre-requisite courses for the Allied Health programs. Looking forward it could be predicted that the degrees awarded should see a modest increase based upon the contribution of a Biology Transfer Associates Degree.

- In comparing the Biology Department's goals, established in the 20114 Educational Master Plan Report, to its achievements to date there have been accomplishments on several identified initiatives; 1) continue to support SBVC's transformation to a drought tolerant landscape. , 2) completed development of a 3 semester biology majors (TMC equivalent) 3) we have to some degree been able to maintain lab equipment and increase supplies for quality education, 4) student success and retention has increased.

A sampling of outreach activities (directed at students or faculty) that involved Biology faculty have included the following; iPads in the classroom (faculty), STEM outreach (students), Science and Math Day presentations (visiting students).

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Data concerning relevant employment outlooks are found in Part IV : Planning

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

We continue to have Department as well as Division wide conversation concerning aspects of course level, and program level SLO assessment and functionality. The department has an SLO assessment process for all of its courses in which all courses are evaluated every semester. This increase in SLO assessment frequency will provide a tighter feedback loop between assessment results and changes in teaching, and possible SLO revision.

Lead faculty are assigned to each course in the department. The lead faculty are full-time faculty that coordinate the formulation, assessment, revision, and dialog process linked with course level SLOs. The lead full-time faculty associated with each course are the faculty that are the most frequent instructors of these respective courses and therefore are most knowledgeable in current aspects of student populations, course content, course rigor, and in programs (or courses) that will be populated by the students completing the course.

Some examples of SLO assessment integration into course content has been derived from lab assessment results (through lab reports) that have illuminated an especially challenging lab concept and has resulted in the modifying the pacing of the conceptual presentation, and/or altered the experiment that is used to demonstrate the concept to students (ex in Bio 201, 261, and others). In other courses, the addition of outside, reflective writing assignments in lecture have been used as a didactic tool to reinforce the skill of scientific writing in lab (ex Bio 100, and others).

Department conversations concerning course level SLOs and their assessments has become a regular part of meetings with both full and part time faculty. In some areas of the Biology Program course level SLO dialog is a regular activity of the respective faculty due to the number of part time faculty in the course and the high turnover rate of part time faculty in the course. In other areas, the dialog is informal due to lower turnover rate of part time faculty and a lower number of part time faculty in the course.

Dialog between the department and the adjunct faculty occurs regularly in the introduction of new faculty to the course content of the courses over which they will have responsibility. After these initial meetings, a regular, coherent process of dialog with adjunct faculty continues throughout the semester.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The Biology program level outcomes were revised during this period due to the changing nature of the transfer requirements of Biology majors students. The TMC for Biology transfer students has been revised and we began offering the new TMC in the 2016-2017 academic year. With the adoption of the final TMC for Biology, the Biology Department will continue to review and revise the Program level SLOs.

See report below.

Program Summary Report

Year

Period

Program

Program SLOs

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Master basic cellular, organismal, and environmental concepts and apply them to other scientific studies, voting decisions, personal habits, and lifestyle choices.	803	379	47.20%
2	Transfer to an accredited university as a junior with a major in Biology or a related subject.	2319	1218	52.52%
3	Use the principles and concepts of Biology to make a positive impact on your life, your career, and your world.	803	379	47.20%
4	Communicate your knowledge of biological concepts to enhance the understanding of others.	803	379	47.20%
5	Demonstrate a proficiency in standard biological laboratory techniques commonly acquired in lower-division coursework.	803	379	47.20%
6	N/A			

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

SBVC Strategic Initiatives:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/documents/17-efficacy/strategic-initiatives.pdf>

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission/Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/JC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2016 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The courses offered by the Biology Department are designed to meet the demands of science majors, non-science majors, and those wanting to enter an allied health career. The Biology department offers all the courses necessary to transfer to a university as a biology major. The department works cooperatively with math, physics, and chemistry departments to schedule courses so that students will be able to take all their biology major requirements in two years at Valley College. The department also prepares students not majoring in science to understand the methods and basic facts of biological science. The public good is served by citizens who understand the biological realities of our current world. Students are educated to understand the facts and concepts related to biotechnology, genetics, reproductive science, ecology and other relevant biological topics.

A third major focus of the department is to prepare students to enter an allied health program like the Nursing program at Valley College. The Anatomy and Physiology program and the Microbiology Program are dedicated to producing students capable of high academic achievement, independent thought, and critical thinking. The three-

courses consisting of Anatomy, Physiology, and Microbiology is required for entry to all allied health programs. The department makes every effort to produce students who achieve the knowledge base that will make them successful in their future allied health programs.

How does this mission or purpose relate to the college mission?

The diversity of academic and career goals that are associated with the Biology Program's ethnically diverse student population exemplify "... a diverse community of learners." Additionally, the identification within all the Biology Program's courses of teaching and assessment characteristics that aspire to sound academic and intellectual preparation underscores SBVC's mission of a "... quality education..." Finally the Biology Program, through its involvement with Science Learning Center-related activities and others echo the admonition of "... services that support..." our students.

Productivity

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Note that the biology courses at SBVC are typically taught as double sections and include a laboratory component. There were new fire code regulations in 2012 that reduced the number of students in our lectures rooms. This has had a slightly negative impact on our overall productivity.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland (mcopel@valleycollege.edu) or Kay Dee Yarbrough (kyarbrough@sbccd.cc.ca.us) for updated information.

There are currently 4 courses out of date within the biology department. The biology 090 and 291 are not currently offered. The department is currently in discussion about what to do with the bio 090. Bio 291 is part of a biotech certificate which is not currently being offered. The department is waiting on TMC's to be completed before moving forward with these courses and certificates. Faculty are in the process of updating the curriculum for bio 104 and 222.

Science				
Biology				
	Course	Status	Last Content Review	Next Review Date

	BIOL 012 Introduction to Biotechnology Techniques	Active	11/28/2011	11/28/2017
	BIOL 090 Preparation for Anatomy and Physiology	Active	03/08/2010	03/08/2016
	BIOL 100 General Biology	Active	03/09/2015	03/09/2021
	BIOL 104 Human Ecology	Active	09/14/2009	09/14/2015
	BIOL 109 History of Life	Active	05/16/2011	05/16/2017
	BIOL 109H History of Life - Honors	Active	05/16/2011	05/16/2017
	BIOL 140 Biology of Sexually Transmitted Diseases	Active	04/18/2011	04/18/2017
	BIOL 141 Genetics	Active	03/09/2015	03/09/2021
	BIOL 155 Introductory Anatomy and Physiology	Active	11/08/2016	11/08/2022
	BIOL 201 Cell and Molecular Biology	Active	03/09/2015	03/09/2021
	BIOL 205 Cell and Molecular Biology	Active	05/11/2015	05/11/2021
	BIOL 206 Organismal Biology	Active	05/11/2015	05/11/2021
	BIOL 207 Evolutionary Ecology	Active	05/11/2015	05/11/2021
	BIOL 222 Independent Study in Biology	Active	05/14/2007	05/14/2013
	BIOL 250 Human Anatomy and Physiology I	Active	11/28/2011	11/28/2017
	BIOL 251 Human Anatomy and Physiology II	Active	12/05/2011	12/05/2017
	BIOL 260 Human Anatomy	Active	10/12/2015	10/12/2021
	BIOL 261 Human Physiology	Active	10/12/2015	10/12/2021
	BIOL 270 Microbiology	Active	03/09/2015	03/09/2021
	BIOL 290 Biotechnology I	Active	10/17/2011	10/17/2017
	BIOL 291 Biotechnology II	Active	11/10/2008	11/10/2014
	BIOL 292 Cell Culture Techniques	Active	12/05/2011	12/05/2017
	BIOL 050 Introductory Anatomy and Physiology	Historical		
	BIOL 050 Introductory Anatomy and Physiology	Historical		
	BIOL 100 General Biology	Historical		
	BIOL 100 General Biology	Historical		
	BIOL 100 General Biology	Historical		
	BIOL 102 Human Biology	Historical		
	BIOL 102 Human Biology	Historical		
	BIOL 104 Human Ecology	Historical		
	BIOL 108 Evolution: Molecules to Mammals	Historical		
	BIOL 108 Evolution: Molecules to Mammals	Historical		
	BIOL 109 History of Life	Historical		
	BIOL 109 History of Life	Historical		
	BIOL 109 History of Life	Historical		

	BIOL 109H History of Life - Honors	Historical		
	BIOL 109H History of Life - Honors	Historical		
	BIOL 123 Ecology and Environment	Historical		
	BIOL 123 Ecology and Environment	Historical		
	BIOL 140 Biology of Sexually Transmitted Diseases	Historical		
	BIOL 155 Introductory Anatomy and Physiology	Historical		
	BIOL 201 Cell and Molecular Biology	Historical		
	BIOL 201 Cell and Molecular Biology	Historical		
	BIOL 201 Cell and Molecular Biology	Historical		
	BIOL 202 Organisml Biol & Ecology	Historical		
	BIOL 202 Organismal Biology and Ecology	Historical		
	BIOL 202 Organismal Biology and Ecology	Historical		
	BIOL 202 Organismal Biology and Ecology	Historical		
	BIOL 203 Biology of Animals: Invertebrate Biology	Historical		
	BIOL 203 Biology of Animals: Invertebrate Biology	Historical		
	BIOL 204 General Botany	Historical		
	BIOL 204 General Botany	Historical		
	BIOL 205 Cell and Molecular Biology	Historical		
	BIOL 205 Cell and Molecular Biology	Historical		
	BIOL 206 Organismal Biology	Historical		
	BIOL 207 Evolutionary Ecology	Historical		
	BIOL 220 Lab Prep in Biol	Historical		
	BIOL 221 Lab Prep in Biol	Historical		
	BIOL 222 Independent Study in Biology	Historical		
	BIOL 250 Human Anatomy and Physiology I	Historical		
	BIOL 250 Human Anat Physio I	Historical		
	BIOL 251 Human Anatomy and Physiology II	Historical		
	BIOL 251 Human Anatomy and Physiology II	Historical		
	BIOL 252 Independent Study in Anatomy and Physiology	Historical		
	BIOL 252 Independent Study in Anatomy and Physiology	Historical		
	BIOL 255 Independent Study in Anatomy and Physiology	Historical		
	BIOL 256 Lab Prep Anat & Physio	Historical		
	BIOL 260 Human Anatomy	Historical		
	BIOL 260 Human Anatomy	Historical		